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ABSTRACT

The Street Academies discussed in this evaluation report are considered to represent outstanding attempts to develop positive culturally different instructional models, rather than the compensatory deficit disadvantaged models that are utilized by regular school programs. Seven chapters discuss the background of the Academies, purposes and procedures, participants and staff, financing the Academies, the program in operation, findings, conclusions, and recommendations, and future implications. Of the 14 academies studied, nine are judged to be successfully achieving the pursued objectives of admission to college, reconnection to formal education, improvement in academic achievement, development of self-pride and personal life-goals, development of the ability to think critically, and improvement of social and emotional adjustment. Two Academies are found moderately successful, with the remaining two minimally successful in attaining the shared objectives. Among the recommendations made are that the program be continued and expanded with some modifications, that goals and objectives be clarified, implemented, and promulgated, that a basic curriculum be standardized, that a comprehensive central system of program administration be implemented, and that recreation and artistic development be made integral parts of the program. (Author/AM)

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An Evaluation of the New York Urban League Street Academy Program

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for the
NEW YORK CITY URBAN LEAGUE
and the
NATIONAL URBAN LEAGUE

AUGUST, 1970

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by
THE HUMAN AFFAIRS RESEARCH CENTER
1966 Broadway New York, New York 10023

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PREFACE

During the last four years, the New York City Urban League has developed and operated a set of 14 experimental educational projects called the New York City Urban League Street Academy Program. These projects were initiated for the primary purpose of educationally assisting the youngsters in our communities who had been academically unsuccessful and dropped out of the public school system.

The disproportionate failures of minority group youngsters in the public school system as compared to majority youngsters, was the initial impetus that led to the establishment of the Academy projects that are analogous to, but in many aspects different from, the traditional educational school system.

Once operative, some youngsters in the Street Academy Program significantly improved their academic performance, entered college, and obtained college degrees. This rapid growth of the Academy concept and the positive results exemplified by its students upon graduation has been a source of extreme pleasure for the New York City Urban League and the National Urban League.

Many individuals and groups have been instrumental in the development and operation of the Street Academy Program. While it is not possible to list every individual and every group, we would like to publicly thank them. A very special thanks must be said to the corporate sponsors of the Academies. Another special thanks must be said to our own beloved Dr. Susan Bryant.

The New York Urban League, jointly with the National Urban League, engaged the services of the Human Affairs Research Center to perform an in-depth assessment of the Street Academy Program. The New York City Urban League and the National Urban League determined that the Human Affairs Research Center had the necessary broad research experience, knowledge, and sensitivity about the programs and the communities in which the Academies were located to conduct a meaningful study.

It is the sincere hope of the New York City Urban League and the National Urban League that our pioneering effort, the New York City Urban League Street Academy Program, on behalf of quality integrated education for all students, will accelerate the achievement of this goal.

Livingston Wingate
Executive Director
New York City Urban League

PROLOGUE

Programs for "disadvantaged" persons have been primarily concerned with changing characteristics and developmental patterns of individuals who have achieved below expectation in school. The "disadvantaged" are predomina[illegible]ly poor people who live in urban slums; a large proport[illegible]em are members of minority groups, mainly Negroes and Puerto Ricans or other Spanish surnamed Americans who have suffered long-standing personal and racial discrimination.

The billions of dollars and the myriad of special educational and occupational programs which have been directed toward solving the personal and group problems of the "disadvantaged," have not, up to the present, materially improved their relative economic, social or political positions in America. While the goals of such special programs have been worthy, the programs have been built upon models and with underlying philosophies which are essentially negative. These models and prototypes are based on the assumption that the individual comes to the program as a product of a deficient ("deprived", or "disadvantaged") cultural background, and consequently, he has certain defects which must be corrected.

It can be similarly asserted that the traditional, compensatory instructional models for Negroes and Puerto Ricans engender in both students and teachers enlarged negative and antagonistic attitudes. Too often, these models produce instructional situations in which the learner is assumed to be defective (inferior) and consequently, he is resentful, unreceptive and less productive.

What is needed are new instructional models for programs which seek to help Negroes and Puerto Ricans--models assuming no cultural deficiencies, but recognized cultural differences. Commitment to this concept as the basic philosophy of special programs for Negroes and Puerto Ricans requires a viewing of the learner as being simply different, not defective, and in need of appropriate personal and academic instruction. Inherent in a program so conceived is the bi-culturalization of the learner, not just his assimilation into the larger culture, thus enabling the learner to function in his own culture and to exercise all of his options in the larger culture equally with others.

We need to recognize that the self-operating "melting pot" has not and will not operate with respect to the non-white subcultures of the United States, as it did for the Irish, Jewish, Italian and other white subcultures, unless and until the non-white subcultures are accorded the same degree of validity as has been granted all other cultures.

So long as the Negro and Puerto Rican subcultures are considered to be "deficient cultures", they will not be accorded national validity.

Programs founded upon new instructional models may not necessarily significantly differ in appearance from those based upon the old deficient, disadvantaged, compensatory models. There are at least six major identifiable basic requirements in all reliable and valid educational programs. These are: (1) clear identification of population served; (2) substantive content; (3) structure and organization; (4) appropriate instructional methods and materials; (5) competent staff; and (6) evaluation. Based on the learning theory of individual differences, there can be instructional differences in content, structure, organization, methods, materials, and staff competencies based upon the needs of the learner. In the new models herein discussed, New York Urban League Street Academy Projects, these differences are viewed not as defects, but as sources of knowledge and information which can improve and enhance the learning process.

Street Academies discussed in this evaluation report are outstanding attempts to develop positive culturally different instructional models and prototypes. Regular school programs are, for the most part, utilizing the compensatory, deficit disadvantaged models and they are relatively slow to change.

The Academy projects can be a useful supplement to the regular school program in that they have greater program flexibility, and greater freedom to experiment. Academy projects are educational vehicles for the development of new theories, practices, models and programs which, if proven effective in New York City context, will have enormous value in the totality of American Education in general and in American urban education specifically.

Dr. George E. Blair
Principal Investigator

CHAPTER I

INTRODUCTION

Background of the Academies

The New York City Urban League Street Academy Program is a set of 14 semi-autonomous experimental projects designed to re-orient alienated youth, particularly high school dropouts, to the realities of American society. Participation in the Street Academy Program is voluntary. Participants register in the program for a variety of reasons and remain until the program satisfies their needs or until the Academy staff or participants decide the Academy Program cannot satisfy their needs.

Twelve of the Academies are known as Street Academies and two of the Academies are known as Academies of Transition. Each of the 14 Academies is financed by a corporate sponsor and is known by the name of the corporate sponsor.

Street Academies are multi-purpose, experimental, education induction centers. The 12 Street Academies are:

--American Airlines
--American Express
--Atlantic Richfield
--Burlington Industries

- --Celanese
- --Chase Manhattan Bank
- --First National City Bank
- --Manufacturers Hanover Trust
- --McGraw-Hill
- --Morgan Guaranty Trust
- --Pan American
- --Union Carbide

Academies of Transition are multi-purpose, experimental basic education centers. The two Academies of Transition are:

- --International Business Machines
- --Time-Life

The 14 Academies operate in three distinct sequential phases. Phase I is the Street Academy, Phase II is the Academy of Transition, and Phase III is the College Preparatory School:

Phase I: Street Academy

The major objective of the Street Academy is to reconnect alienated youth to the educational process. This is done by means of informal learning devices. There are 11 of these Academies currently operating.

Phase II: Academy of Transition

The major objective of the Academy of Transition is to prepare graduates of the Street Academy for entry into formal learning situations. There are two of these Academies currently operating.

Phase III: College Preparatory School

The major objective of the College Preparatory School is to prepare graduates of the Academy of Transition for admission to college. There are two preparatory schools currently in operation.

Street Academies and Academies of Transition operate under the aegis of the New York City Urban League. The two Preparatory Schools--Harlem Academy and Newark Preparatory School--are independent of the Urban League but accept graduates of the Academies of Transition on a fee basis.

The need for the Street Academy Projects is dramatically manifested in the drop-out rate of Black and Puerto Rican students in the New York City public schools. Fifty-two per cent of the more than 1,200,000 students in the

City's public school system are Black and Puerto Rican. An estimated 65% of the Black and Puerto Rican students entering the ninth grade fail to graduate with their 12th grade class four years later. They either drop out voluntarily or are expelled from the system. This drop-out rate compares with an average rate of 15% for New York State, exclusive of New York City.

Due to limited financial resources and out of practical necessity, the Street Academies have had to focus on Black alienated youth as their initial primary target clientele. In order to make these youth more self-actualized, productive and happy, the Street Academies have tried to incorporate basic democratic principles and practices. They have attempted to impart basic knowledge which is necessary to enable individuals in a free society to make effective choices among the best alternative courses of action. Essentially, this includes making choices from among the best aspects of white middle class culture as well as from the best aspects of the Black and Puerto Rican cultural heritage.

One of the major tasks of the Street Academy phase is to motivate youngsters to earn a high school diploma. Part of the motivational task involves building up the youngster's pride in himself and in his cultural heritage. The instruction is very informal and tailored as much as possible to the individual needs of the student. Great stress is placed on basic English, mathematics and reading. Dropouts from the public high schools are the primary target clientele of this phase.

The Academies of Transition came into being in 1966 on the basis of a grant from the Ford Foundation. The Academy of Transition phase provides more formal learning situations. More emphasis is placed on the self-discipline necessary for academic studies. Graduates of the Street Academies are the target clientele of this phase of the Street Academy projects.

Re-entry into Preparatory School for the purpose of obtaining a high school diploma and admission to college or other forms of post-secondary education is the third phase of the Street Academy projects. In 1967, Harlem Preparatory School was founded for the purpose of accepting graduates of the Academies of Transition. Prior to that time, Newark Preparatory School, a private accredited high school, was receiving the graduates of the Academies of Transition.

The Street Academies, although constituting the first phase of the program, did not become fully operational until

1968. International Business Machines Street Academy and Celanese Street Academy were organized in early 1968. By the middle of that year all the remaining Academies had secured financial sponsorship from private corporations and were made operational.

The street work concept is a uniquely innovative feature of the Street Academies Projects. Street workers have been described by Mr. Livingston Wingate, Executive Director of the New York City Urban League, as "brokers between identifiable human needs and resources that can satisfy those needs."

Purposes and Procedures of the Study

This evaluation study covers the period of March 1, 1970 to June 30, 1970.

In evaluating the New York City Urban League Street Academy Program, the Human Affairs Research Center had three major study objectives. The three major study objectives were:

--to assess the effectiveness of the New York City Urban League Street Academy Program

--to assess the program operations of each Street Academy

--to recommend ways in which each Academy and the total Street Academy Program could be improved

Data Collection Procedures

Data for this evaluation study were collected in a variety of ways. The seven major data collection procedures were:

--review of all available relevant documents related to the Street Academy Program

--utilization of staff and students data collection instruments

--individual and group interviews and meetings with staff members of the New York City and National Urban League

--individual and group interviews and meetings with members of the Street Academy staff

--individual and group interviews and meetings with current and former students of the Street Academy Program

--on-site visitations to all operational Street Academies

--review of the budget for each Academy

Limitations of the Study

Five major factors imposed limitations on this study. The five major limitations of this study were:

1. All of the Academies had been in operation for a substantial period of time prior to the involvement of the Human Affairs Research Center evaluation staff. The Human Affairs Research Center

undertook its activities in March, 1970; all Academies had been in operation since 1968 or earlier.

2. Inadequate provisions were made in the Academies for the systematic collection of data relative to the content, procedures, participants and staff members in the projects. Data collection instruments were developed by the Human Affairs Research Center to facilitate evaluation.
3. Availability of some data was relatively sporadic and incomplete. Some categories of data were lacking for certain participants and staff members in the Academies.
4. The participants in many Academies constituted an unstable population for study. Many were reported to have attended quite irregularly; however, since inadequate attendance records were available to the evaluation team, it was not possible to account for this irregularity in the description of the participants.
5. There was, to some degree, a lack of continuity in the Academies studied. The discontinuities in the Academies are described in Chapter IV of this study

CHAPTER II

PARTICIPANTS AND STAFF

The Urban League Street Academy Program consisted of 14 distinct, related, semi-autonomous educational projects. Eleven of the Street Academies were operational; one of the Street Academies, Celanese, was not operational. The two Academies of Transition were operational.

Student data for the 11 Street Academies and the two Academies of Transition are presented collectively for clarity. Student mobility among Street Academies and between the Academies of Transition has been accounted for in this presentation. Individual students were counted only once.

Total Student Enrollment

During the academic year, September 1969, to June 1970, 1,118 students registered in the 11 Street Academies and the two Academies of Transition. Most of the students entering the Academies were drop-outs from the public schools. Table 1 presents the total students registered in each Academy during 1969-70.

Table 1

Academies'Total Student Registration 1969-70

Academy	Student Registration
American Airlines	93
American Express	51
Atlantic Richfield	105
Burlington Industries	43
Celanese	0*
Chase Manhattan Bank	40
First National City Bank	94
International Business Machines	105
Manufacturers Hanover Trust	95
McGraw-Hill	115
Morgan Guaranty	110
Pan American	61
Time-Life	103
Union Carbide	103
Total	1,118

*Data not available

The total number of registrants ranged from a low of 40 for the Chase Manhattan Academy to a high of 115 for the McGraw Hill Academy. The average total enrollment for the 13 Academies for which information was available was 86.

Selected Characteristics of Total Student Registration

Three selected characteristics of the total student registration are herein presented. Selected student characteristics presented are: (1) Ethnic-Race; (2) Sex, and (3) Age.

Ethnic-Race of the total student registration is presented in Table 2.

Table 2

Ethnic-Race of Total Registration

Academy	Black	Puerto Rican	White	Total
American Airlines	54	39	0	93
American Express	37	14	0	51
Atlantic Richfield	103	2	0	105
Burlington Industries	43	0	0	43
Celanese	0*	0*	0*	0*
Chase Manhattan Bank	40	0	0	40
First National City Bank	84	9	1	94
IBM	98	6	1	105
Manufacturers Hanover Trust	83	12	0	95
McGraw-Hill	101	14	0	115
Morgan Guaranty Trust	27	83	0	110
Pan American	61	0	0	61
Time-Life	96	6	1	103
Union Carbide	87	5	11	103
Total	914	190	14	1,118

*Data not available

The total number of Black students was 914 and comprised 82% of the students. Puerto Rican (190) and White (14) students represented 17% and 1%, respectively. Every Academy except Morgan Guaranty, which served mainly Puerto Ricans, has a majority of Black students.

Sex of the total student registration is presented in Table 3.

Table 3

Sex of Total Registration

Academy	Male	Female	Total
American Airlines	63	30	93
American Express	35	16	51
Atlantic Richfield	98	7	105
Burlington Industries	24	19	43
Celanese	0*	0*	0*
Chase Manhattan	34	6	40
First National City Bank	76	18	94
IBM	76	29	105
Manufacturers Hanover Trust	63	32	95
McGraw-Hill	105	10	115
Morgan Guaranty	89	21	110
Pan American	41	20	61
Time-Life	75	28	103
Union Carbide	67	36	103
Total	846	272	1,118

*Data not available

Of the total 1,118 registrants presented in Table 3, there were 846 males, comprising 75.7% of the total, and 272 females, comprising 24.3% of the total.

Table 4 presents the ages of the total number of participants enrolled in each Academy

Table 4

Age of Total Registrants

Academy	Under 17	17	18	19	20	Over 20	Total
American Airlines	7	21	38	13	8	6	93
American Express	2	13	14	12	3	7	51
Atlantic Richfield	10	28	23	18	5	21	105
Burlington Industries	3	8	16	9	4	3	43
Celanese	0*	0*	0*	0*	0*	0*	0*
Chase Manhattan Bank	3	3	15	9	9	1	40
First National City Bank	4	15	40	20	10	5	94
IBM	2	18	39	23	8	15	105
Manufacturers Hanover Trust	4	30	31	21	6	3	95
McGraw-Hill	3	71	16	16	7	2	115
Morgan Guaranty	16	29	32	17	9	7	110
Pan American	0	8	25	13	6	9	61
Time-Life	2	18	37	23	8	15	103
Union Carbide	3	53	19	17	5	6	103
Totals	59	315	345	211	88	100	1,118

*Data not available

Of the total 1,118 registrants, the percentages of age groupings were as follows: 5.3% (59) were under the age of 17; 28.2% (211) were 19 years old; 7.9% (88) were 20 years old; and 8.9% (100) were over 20 years of age. The most frequent age range of participants, then, was 18 years old and the least represented was the range of 17 and under. The greatest number of individuals in the youngest age group (under 17) was at Morgan Guaranty Trust Academy (16) while the lowest number of individuals in this age group was at Pan American Academy (0). The oldest age group (over 20), on the other hand, was most strongly represented at Atlantic Richfield Academy (21) and least represented at Chase Manhattan Bank Academy (1). Each Academy enrolled individuals in all age ranges, except Pan American, which did not register any individuals under 17 years of age.

Spring Student Registration

Five hundred and nine students were registered in the Academies in June, 1970. Table 5 presents the 1970 spring registration for each Academy.

Table 5

Academies Spring Student Registration

Academy	Spring Student Registration
American Airlines	31
American Express	15
Atlantic Richfield	30
Burlington Industries	31
Celanese	0*
Chase Manhattan Bank	27
First National City Bank	29
International Business Machines	86
Manufacturers Hanover Trust	19
McGraw-Hill	40
Morgan Guaranty Trust	60
Pan American Airlines	37
Time-Life	84
Union Carbide	20
Total	509

*Data not available

The total registration of the Academies for 1969-70 was 1,118; the spring student registration was 509. Detailed data on the 609 individual student withdrawals from the Academies were not available.

Before the reader reaches unwarranted conclusions, the reader must remember and understand the type of student being served in the Academies. Basically, students served by the Academies are Black alienated drop-outs from the public schools.

Students withdrew from the Academies for various reasons. The six most common reasons for withdrawals, as reported by the staff of the Academies, were: 1) returning to public schools, 2) personal problems, 3) family problems, 4) monetary needs, 5) job placement, and 6) under-employment.

Selected Characteristics of Spring Student Registration

Three selected characteristics of the spring student registration are herein presented. Selected characteristics presented are: 1) Ethnic-Race, 2) Sex, and 3) Age.

Ethnic-Race of the spring student registration is presented in Table 6.

Table 6

Ethnic-Race of Spring Registration

Academy	Black	Puerto Rican	White	Total
American Airlines	14	17	0	31
American Express	13	2	0	15
Atlantic Richfield	29	1	0	30
Burlington Industries	31	0	0	31
Celanese	0*	0*	0*	0*
Chase Manhattan Bank	27	0	0	27
First National City Bank	25	3	1	29
IBM	82	3	1	86
Manufacturers Hanover Trust	14	5	0	19
McGraw-Hill	27	13	0	40
Morgan Guaranty Trust	37	23	0	60
Pan American	36	1	0	37
Time-Life	80	3	1	84
Union Carbide	17	1	2	20
Total	432	72	5	509

*Data not available

Of the 509 individuals enrolled in all Street Academies, 84.9% (432) were Black, 14.1% (72) were Puerto Rican, and 1.0% (5) were White. The largest number of Black participants (82) was found at IBM Academy, while the lowest number (13) was at American Express Academy. Black participants were represented in all 13 of the Street Academies on which data are available.

Puerto Rican participants, on the other hand, were most heavily represented (23) at Morgan Guaranty Trust Academy and least at Chase Manhattan Bank Academy and at the Burlington Industries Academy (0). Eleven of the 13 Academies on which data are available include Puerto Rican participants. White participants are present in four of the 13 Academies, the largest number (2) in Union Carbide Academy. Finally, with the exception of two Academies, Black participants are more numerous than Puerto Ricans who, in turn, outnumber White participants.

The number of males and females enrolled in each Academy for the spring session is presented in Table 7.

Table 7

Sex of Spring Registrants

Academy	Male	Female	Total
American Airlines	13	18	31
American Express	10	5	15
Atlantic Richfield	22	8	30
Burlington Industries	24	7	31
Celanese	0*	0*	0*
Chase Manhattan Bank	23	4	27
First National City Bank	23	6	29
IBM	62	24	86
Manufacturers Hanover Trust	12	7	19
McGraw-Hill	25	15	40
Morgan Guaranty	40	20	60
Pan American	25	12	37
Time-Life	60	24	84
Union Carbide	13	7	20
Total	352	157	509

*Data not available

Of the 509 individuals enrolled in all Academies, 69.2% (352) were male and 30.8% (157) were female. In 12 of the 13 Academies on which data are available, the number of males was greater than the number of females, the female participants being more numerous in the remaining Academy (American Airlines Academy). The largest number of males enrolled in a single Academy was 62 (IBM Academy), and the lowest was 10 (American Express Academy). For females, the largest number in a single Academy was 24 (IBM and Time-Life Academies), while the lowest was four (Chase Manhattan Bank Academy). The age ranges of the individuals enrolled in each Academy during the spring session are shown in Table 8.

Table 8

Age of Spring Participants

Academy	Under 17	17	18	19	20	Over 20	Total
American Airlines	2	7	13	4	3	2	31
American Express	1	4	4	3	1	2	15
Atlantic Richfield	3	8	7	5	1	6	30
Burlington Industries	2	6	12	6	3	2	31
Celanese	0*	0*	0*	0*	0*	0*	0*
Chase Manhattan Bank	2	2	10	6	6	1	27
First National City Bank	1	5	12	6	3	2	29
IBM	2	15	32	19	7	11	86
Manufacturers Hanover Trust	1	6	6	4	1	1	19
McGraw Hill	1	25	6	6	2	0	40
Morgan Guaranty Trust	9	15	18	9	5	3	60
Pan American Airlines	0	5	15	8	4	5	37
Time-Life	2	15	30	19	7	11	84
Union Carbide	1	10	4	3	1	1	20
Totals	27	124	169	98	44	47	509

*Data not available

Of the 509 participants, 5.3% (27) were under 17 years of age; 24.4% (124) were 17 years of age; 33.2% (169) were 18 years old; 19.9% (98) are 19 years old; 8.6% (44) were 20 years old; and 9.2% (47) were over 20 years old. The largest number of individuals (nine) in the youngest age group (under 17) were found at Morgan Guaranty Trust Academy, while the largest number of individuals (11) in the oldest age group (over 20) were enrolled in the Time-Life Academy and in IBM Academy. Eleven of the 13 Academies included participants in all of the six age ranges, whereas two did not. Pan American Airlines Academy did not register any participants under 17 years of age and McGraw-Hill Academy did not have any participants over 20.

Staff

During 1969-70, the total staff of the 13 Academies for which data were available number 57. The total staff of 57 was comprised of 13 head teachers, 35 teachers, and 9 street workers.

The general staffing pattern of each of the Academies consisted of one head teacher, one or more regular teachers and one street worker. Table 9 presents the staffing pattern of each of the Academies as of June, 1970.

Table 9

Academy Staffing Pattern 1969-70

Academy	Head Teachers	Teachers	Street Workers	Total
American Airlines	1	3	1	5
American Express	1	2	1	4
Atlantic Richfield	1	3	1	5
Burlington Industries	1	2	0	3
Celanese	0*	0*	0*	0*
Chase Manhattan Bank	1	2	1	4
First National City Bank	1	5	0	6
International Business Machines	1	4	1	5
Manufacturers Hanover Trust	1	3	0	4
McGraw-Hill	1	2	1	4
Morgan Guaranty Trust	1	3	1	5
Pan American Airlines	1	2	1	4
Time-Life	1	3	1	5
Union Carbide	1	1	0	2
Totals	13	35	9	56

*Data not available.

Every Academy, for which data was available, had one Head Teacher and nine utilized street workers. The number of teachers ranged from a low of one at Union Carbide to a high of five at First National City Bank.

The ethnic-race composition of all Academies' staff is presented in Table 10.

Table 10

Ethnic-Race of Academies Staff 1969-70

	Black	Puerto Rican	White	Total
Head Teacher	12	0	1	13
Teacher	29	2	4	35
Street Worker	9	0	0	9
Totals	50	2	5	57

Of the 57 professionals in the 13 Academies, 50 (88%) were Black, 5 (95) were White and 2 (3%) were Puerto Rican. Twelve of the head teachers were Black, 29 of the teachers were Black and all of the street workers were Black. Four White staff members were teachers. The two Puerto Rican staff members were teachers.

The age of all staff members for all Academies is presented in Table 11.

Table 11

Age of Academies Staff 1969-70

	20-24	25-29	over 29	Total
Head Teacher	3	8	2	13
Teacher	12	12	4	28
Street Worker	6	2	1	9
Totals	21	22	7	50 *

*Data not available for 7 Staff Members

Of the 50 professionals reporting their age, 21 (42%) were between the ages of 20 and 24, 22 (44%) were between 25 and 29, and the remaining 7 (14%) were more than 29 years of age. Individuals in the 20-24 age group were principally teachers, 12 of the 21 individuals being so employed. Six of the persons in this age group were street workers and the remaining three were head teachers.

The sex of all staff members is present in Table 12.

Table 12

Sex of Academies Staff 1969-70

	Male	Female	Total
Head Teacher	12	1	13
Teacher	21	14	35
Street Worker	9	0	9
Totals	42	15	57

Males comprise 73.7% (42) of the staff of 57 professionals, the remaining 15 (26.3%) being females. Twelve (12) of the 13 head teachers were male, whereas 60% (21) of the 35 teachers were male and 40% (14) of the teachers were female. All nine street workers were male.

The marital status of all staff members is presented in Table 13.

Table 13

Marital Status of Academies Staff 1969-70

	Married	Single	Total
Head Teacher	8	5	13
Teacher	15	20	35
Street Worker	3	6	9
Totals	26	31	57

Over half, 31 of the 57 respondents were single; 26 were married. The number of married head teachers, 8, exceeds the number of single head teachers, 5. Married individuals comprise 15 of the 33 teachers, the remaining 20 being single. Two-thirds (6) of the 9 street workers were single.

The educational level of all Academy staff members is presented in Table 14 on the following page.

The largest number of staff members (25) has earned a bachelor's degree and 23 have enrolled in college. In addition, 5 staff members have master's degrees. Only four staff members have only a high school education. All of the head teachers and teachers have at least attended some college. Three head teachers and 16 teachers do not yet have at least a bachelor's degree.

Table 14

Educational Level of all Academy Staff

American Airlines	High School	Enrolled in College	B.A.	M.A.	Total
Head Teacher				1	1
Teachers		2		1	3
Street Workers			1		1
American Express					
Head Teacher			1		1
Teachers		2			2
Street Workers	1				1
Atlantic Richfield					
Head Teacher			1		1
Teachers			3		3
Street Workers	1				1
Celanese	Information not available				
Burlington Industries					
Head Teacher				1	1
Teachers		2			2
Street Workers					0
Chase Manhattan Bank					
Head Teacher			1		1
Teachers		1	1		2
Street Workers	1				1
First National City					
Head Teacher			1		1
Teachers		1	3	1	5
Street Workers					0
IBM					
Head Teacher			1		1
Teachers		3	1		4
Street Workers		1			1
Manufacturers-Hanover Trust					
Head Teacher				1	1
Teachers			3		3
Street Workers					0
McGraw-Hill					
Head Teacher			1		1
Teachers		1	1		2
Street Workers		1			1
Morgan Guaranty					
Head Teacher		1			1
Teachers		3			3
Street Workers		1			1
Pan American					
Head Teacher		1			1
Teachers		1	1		2
Street Workers		1			1
Time-Life					
Head Teacher			1		1
Teachers			3		3
Street Workers	1				1
Union Carbide					
Head Teacher		1			1
Teachers			1		1
Street Workers					0
All Academies					
Head Teacher		3	7	3	13
Teachers		16	17	2	35
Street Workers	4	4	1		9
Total	4	23	25	5	57

The length of service of all staff members for all Academies is presented in Table 15.

Table 15

Months of Employment of All Academies Staff 1969-70

Academy	Head Teacher	Teacher	Street Worker
American Airlines	22	47	18
American Express	17	17	5
Atlantic Richfield	18	58	10
Burlington Industries	21	19	0
Celanese	*	*	*
Chase Manhattan Bank	22	21	10
First National City Bank	10	48	0
International Business Machines	23	41	5
Manufacturers Hanover Trust	4	15	0
McGraw-Hill	10	49	15
Morgan Guaranty	11	20	5
Pan American Airlines	22	16	10
Time-Life	23	31	0
Union Carbide	23	6	0
Totals	226	388	78
Mean length of employment	17.4	11.1	8.7

The average length of service for head teacher is 17.4 months; while the average length of service for teachers and head teachers is 11.1 and 8.7 months, respectively. The experience of the head teachers ranges from 4 to 23 months; of the teachers from 6 to 23 months, and of the street workers from 5 to 18 months. Data were not available for the Celanese Academy.

CHAPTER III

FINANCING THE ACADEMIES

Each of the 14 Academies has an operating budget for the 1969-70 program year. Table 16 presents the budgets of each of the 14 Academies.

The total budget for all Academies for 1969-70 was $691,334 with a mean Academy budget of $49,381. The budgets ranged from a low of $25,132 (3.6% of the total) for the Pan American Academy to a high of $65,000 (9.4% of the total) for the IBM Academy. The largest budget category was staff salaries ($466,144), comprising 67.4% of the total. Combining the salary categories of head teachers, teachers and street workers, the 57 staff members for all Academies earned an average salary of $8,178. Space rental accounted for $37,852 of the total budget, and instructional materials accounted for $25,426. These figures represent 5.5% and 4.1% of the total budget, respectively. All other expenses of $158.912 comprised 23.0% of the total budget.

Table 16

Academies Individual Budgets

Academy	Staff Salaries	Rent	Materials	Other	Total	Percent of Total Academies Budget
American Airlines	30,600	3,600	4,000	11,800	50,000	7.2
American Express	35,650	1,290	1,500	11,560	50,000	7.2
Atlantic Richfield	36,800	3,600	2,000	8,548	50,948	7.4
Burlington Industries	33,350	2,164	3,000	20,313	58,827	8.5
Celanese	26,220	2,400	2,000	9,846	40,466	5.9
Chase Manhattan Bank	36,800	1,500	1,000	17,085	56,385	8.2
First National City Bank	13,700	4,050	750	14,794	33,294	4.8
IBM	48,300	2,800	4,250	9,650	65,000	9.4
Manufacturers Hanover Trust	35,075	4,200	480	10,253	50,008	7.2
McGraw-Hill	35,650	1,000	1,000	4,748	42,398	6.2
Morgan Guaranty Trust	39,330	3,600	2,000	14,078	59,008	8.5
Pan American Airlines	13,502	928	1,446	9,256	25,132	3.6
Time-Life	43,125	3,720	3,000	5,713	55,558	8.0
Union Carbide	38,042	3,000	2,000	11,268	54,310	7.9
Totals	$466,144	$37,852	$28,426	$158,912	$691,334	100.0

The per pupil cost for all Academies, found in Table 17, is based on the total enrollment figures for 1969-70.

Table 17

Per Pupil Cost 1969-70

	Academy Budget	1969-70 Total Enrollment	Per Student Cost
American Airlines	$50,000	93	$538
American Express	50,000	51	980
Atlantic Richfield	50,948	105	485
Burlington Industries	58,827	43	1368
Celanese	40,466	0*	---
Chase Manhattan Bank	56,385	40	1409
First National City Bank	33,294	94	354
IBM	65,000	105	619
Manufacturers Hanover Trust	50,008	95	526
McGraw-Hill	42,398	115	369
Morgan Guaranty Trust	59,008	110	536
Pan American Airlines	25,132	61	412
Time-Life	55,558	103	539
Union Carbide	54,310	103	527
Totals	$691,334	1,118	$618

The average per pupil cost for 1969-70 was $618.00. The per pupil costs ranged for a low of $354 at First National City Bank Academy to a high of $1,409 at Chase-Manhattan Academy.

*Data not available.

Individual Academy Budgets

Fourteen Academies were funded during 1969-70. The budget for each Academy is presented in Tables 18 through 31, beginning below and ending on page 48.

American Airlines

American Airlines was initially funded in June, 1968. Table 18 presents the 1969-70 budget of $50,000 for this Academy.

Table 18

American Airlines 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$30,600	61.2
Rent	3,600	7.2
Instructional Materials	4,000	8.0
Other	11,800	23.6
Totals	$50,000	100.0

American Express

The American Express Street Academy was initially funded in July, 1968. Table 19 presents the 1969-70 budget of $50,000 for this Academy.

Table 19

American Express 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$35,650	71.3
Rent	1,290	2.6
Instructional Materials	1,500	3.0
Other	11,560	23.1
Totals	$50,000	100.0

Atlantic Richfield

The Atlantic Richfield Street Academy was initially funded in October, 1968. Table 20 presents the 1969-70 budget of $50,948 for this Academy.

Table 20

Atlantic Richfield 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$36,800	72.2
Rent	3,600	7.1
Instructional Materials	2,000	3.9
Other	8,548	16.8
Totals	$50,948	100.0

Burlington Industries

The Burlington Industries Street Academy was initially funded in October, 1968. Table 21 presents the 1969-70 budget of $58,827 for this Academy.

Table 21

Burlington Industries 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$33,350	56.7
Rent	2,164	3.7
Instructional Materials	3,000	5.1
Other	20,313	34.5
Totals	$58,827	100.0

Celanese

The Celanese Street Academy was initially funded in May, 1968. Table 22 presents the 1969-70 budget of $40,466 for this Academy.

Table 22

Celanese 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$26,220	64.8
Rent	2,400	5.9
Instructional Materials	2,000	5.0
Other	9,846	24.3
Totals	$40,466	100.0

Chase Manhattan Bank

The Chase Manhattan Bank Street Academy was initially funded in June, 1968. Table 23 presents the 1969-70 budget of $56,385 for this Academy.

Table 23

Chase Manhattan Bank 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$36,800	65.2
Rent	1,500	2.7
Instructional Materials	1,000	1.8
Other	17,085	30.3
Totals	$56,385	100.0

First National City Bank

The First National City Bank Street Academy was initially funded in March, 1968. Table 24 presents the 1969-70 budget of $33,294 for this Academy.

Table 24

First National City Bank 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$13,700	41.2
Rent	4,050	12.2
Instructional Materials	750	2.3
Other	14,794	44.3
Totals	$33,294	100.0

International Business Machines

The International Business Machines Academy of Transition was initially funded in March, 1968. Table 25 presents the 1969-70 budget of $65,000 for this Academy.

Table 25

International Business Machines 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$48,300	74.3
Rent	2,800	4.3
Instructional Materials	4,250	6.5
Other	9,650	14.9
Totals	$65,000	100.0

Manufacturers Hanover Trust

The Manufacturers Hanover Trust Street Academy was initially funded in January, 1969. Table 26 presents the 1969-70 budget of $50,008 for this Academy.

Table 26

Manufacturers Hanover Trust 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$35,075	70.2
Rent	4,200	8.4
Instructional Materials	480	1.0
Other	10,253	20.4
Totals	$50,008	100.0

McGraw-Hill

The McGraw-Hill Street Academy was initially funded in February, 1968. Table 27 presents the 1969-70 budget of $42,398 for this Academy.

Table 27

McGraw-Hill 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$35,650	84.0
Rent	1,000	2.4
Instructional Materials	1,000	2.4
Other	4,748	11.2
Totals	$42,398	100.0

Morgan Guaranty Trust

The Morgan Guaranty Trust Street Academy was initially funded in October, 1968. Table 28 presents the 1969-70 budget of $59,008 for this Academy

Table 28

Morgan Guaranty Trust 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$39,330	66.6
Rent	3,600	6.1
Instructional Materials	2,000	3.4
Other	14,078	23.9
Totals	$59,008	100.0

Pan American Airlines

The Pan American Airlines Street Academy was initially funded in August, 1968. Table 29 presents the 1969-70 budget of $25,132 for this Academy.

Table 29

Pan American Airlines 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$13,502	53.7
Rent	928	3.7
Instructional Materials	1,446	5.8
Other	9,256	36.8
Total	$25,132	100.0

Time-Life

The Time-Life Academy of Transition was initially funded in August, 1968. Table 30 presents the 1969-70 budget of $55,558 for this Academy.

Table 30

Time-Life 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$43,125	77.6
Rent	3,720	6.7
Instructional Materials	3,000	5.4
Other	5,713	10.3
Totals	$55,558	100.0

Union Carbide

The Union Carbide Street Academy was initially funded in May, 1968. Table 31 presents the 1969-70 budget of $54,310 for this Academy.

Table 31

Union Carbide 1969-70 Budget

Item	Budget Amount	Percent of Total Budget
Staff Salaries	$38,042	70.1
Rent	3,000	5.5
Instructional Materials	2,000	3.7
Other	11,268	20.7
Totals	$54,310	100.0

CHAPTER IV

THE PROGRAM IN OPERATION

The 14 Academies are located in three Boroughs in New York City. Table 32 presents the 14 Academies by Borough and the total and spring student enrollment. The largest number of Academies (10) is located in the Borough of Manhattan, enrolling 776 pupils (69.4%). Two of the Academies are located in the Bronx and service 188 (16.8%) pupils. The two Academies in Brooklyn have 154 (13.8%) pupils enrolled.

Table 32

Academies by Boroughs

Manhattan	Number of Academies	Total Enrollment	Spring Enrollment
Atlantic Richfield	1	105	30
Burlington Industries	1	43	31
Celanese	1	0*	0*
Chase Manhattan Bank	1	40	27
First National City Bank	1	94	29
IBM	1	105	86
Morgan Guaranty	1	110	60
McGraw-Hill	1	115	40
Pan American	1	61	37
Time-Life	1	103	84
Totals	10	776	424
Bronx			
American Airlines	1	93	31
Manufacturers Hanover	1	95	19
Totals	2	188	50
Brooklyn			
American Express	1	51	15
Union Carbide	1	103	20
Totals	2	154	35
Total for All Boroughs	14	1,118	509

*Data not available

Thirteen of the 14 Academies began operations in 1968. The Manufacturers Hanover Trust Academy began operations in 1969. Table 33 presents the length of each Academy operation in months.

Table 33

Academies Length of Operation

Academy	Initial Funding Date	Months of Funding
American Airlines	June, 1968	24
American Express	July, 1968	23
Atlantic Richfield	July, 1968	23
Burlington Industries	October, 1968	20
Celanese	May, 1968	25
Chase Manhattan Bank	June, 1968	24
First National City Bank	March, 1968	27
IBM	March, 1968	27
Manufacturers Hanover Trust	January, 1969	18
McGraw-Hill	February, 1968	28
Morgan Guaranty	October, 1968	20
Pan American	August, 1968	22
Time-Life	August, 1968	22
Union Carbide	May, 1968	25

The range of operations was from 18 months to 28 months. The average length of funding for Academies was 23 months.

Academy Profiles

An individual profile is presented for each of the 14 Academies. Fourteen major variables were examined in the individual profiles for each Academy. The 14 variables examined in each Academy profile are: (1) name of corporate sponsor; (2) name of corporate representatives; (3) initial funding date; (4) months of operation; (5) objectives; (6) recruitment; (7) population served; (8) staff; (9) community involvement; (10) facilities; (11) budget; (12) program effectiveness; (13) conclusions; and (14) recommendations.

Data for each of the 14 variables in each Academy were not available for all Academies. Celanese Academy was not fully operational during this study.

The Academies were judged by means of a three fold evaluative judgment taxonomy. Academies were judged to have: (1) successfully achieved their objectives; (2) moderately achieved their objectives; and (3) minimally achieved their objectives.

AMERICAN AIRLINES STREET ACADEMY

This Academy, sponsored by American Airlines, has operated 24 months. It was initially funded June 23, 1968. The corporate representatives to the Academy were Mr. William Mullins and Mr. William Etheridge.

Objectives

The objectives of the Academy were to

- --improve student achievement level in mathematics and reading;
- --re-orient students to the educational mainstream;
- --provide an after-school tutorial program for students attending schools in the community.

Population Served

A total of 93 students were serviced by the Academy in 1969-70. Fifty-four students were Black and 39 were Puerto Rican. Sixty-three were males and 30 were females. Students ranged in age from 16 to 22 years, with a median age of 18 years.

The spring student registration was 31 students. Thirteen were male and 18 female. The spring enrollment age pattern was the same as the age pattern for the 1969-70 total enrollment.

Staff

The staff consisted of one head teacher, three regular teachers, and one street worker.

Age: All staff members were less than 30 years old. The head teacher was between 20 and 29 years of age, while the street worker was in the 20 to 24 year age bracket. One of the two teachers was between 20 and 24 years of age, while the other was between 25 and 29.

Sex: Of the five professional staff members of the Academy, one was a female and four were male. The one head teacher was a male, as was the one street worker. Two of the three teachers were male; the remaining teacher was female.

Ethnic-Race: The five member staff of the American Airlines Academy was composed of four Black professionals, no Puerto Ricans, and one White. The one street worker on the staff was Black, while the one head teacher was White. The entire teaching staff was Black.

Educational Level: All of the five professional personnel at the Academy attended college. One individual was continuing his education to receive a graduate degree. None of the five staff members terminated his education at the high school level. The head teacher received a master's degree, as did one teacher. Two teachers attended college. The one street worker has a bachelor's degree.

Marital Status: Five professionals staff the Academy. Of the five, all were single. The one head teacher, all three teachers, and the one street worker were unmarried.

Community Involvement

The Academy maintained a working relationship with the Hunts Point Multi-Service Agency, the Neighborhood Youth Corps, the district schools, Bergen Welfare Center and Willis Avenue Welfare Center. All of these agencies made referrals to the Academy. The Youth Corps and the Hunts Point Agency provided counseling and job placements to the Academy students.

Recruitment

The Hunts Point Multi-Service Agency referred potential students to the Academy's program. Official arrangements were made with the New York City Neighborhood Youth Corps for the enrollment of students. There were also inter-referrals between this Academy and the local junior and senior high schools.

Facilities

The Academy was housed in a storefront facility at 567 149th Street in the South Bronx. It consisted of office space, two classrooms, study area, a combination library-classroom, a reception area, storage space, kitchen, and toilets.

Budget

American Airlines Academy was initially funded in June, 1968. The 1969-70 budget for this Academy was $50,000.

The $50,000 was spent for four major items: (1) staff salaries ($30,600); (2) rent ($3,600); (3) instructional materials ($4,000); and (4) other items ($11,000).

Expenditures for staff salaries accounted for 61.2% of the budget, rent accounted for 7.2%, instructional materials for 8%, and all other items for 23.6% of the budget.

Program Effectiveness

Instruction in the following subject areas was given at the Academy:

1. Mathematics - fundamentals and practices of arithmetic and elementary algebra;
2. English - fundamentals of writing, grammar, and good usage;

3. Reading - vocabulary building, comprehension, and speed;
4. History - contemporary European and American history and Black culture;
5. Life Sciences - elementary biology and general science.

Individualization of subject materials and content, small group teaching based on achievement, and lectures and demonstrations were used to provide instruction for students. These methods appeared to be effective and the students were treated as mature adults.

Materials used in reading were *The McMillan Series* and *The Crossroads Series*; in mathematics, *Essential Mathematics* was used. Mechanical aids included the controlled reader (used with film strips, workbooks and prepared tests) and language records. The staff was also adept at improvising and modifying materials in accordance with the level of receptivity and readiness of the students. After school tutoring was offered to public school students of the community. Vocational counseling and job placements of enrollees were available through the Youth Opportunity Center of the New York State Employment Service.

The facilities were physically inadequate, but attractive and conducive to learning. They were well maintained and arranged with imagination.

Seven students graduated from the program at the Academy this year.

This Academy was judged to have achieved its objectives in a successful manner, and therefore, is judged to be worthy of replication. In addition to the specific recommendations herein contained, additional needed changes, modifications and revisions are enumerated in Chapter VI.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified, and changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and programs were not clear.

Recommendation: It is recommended that Academy objectives and programs be put into written form and made available to appropriate individuals

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to the population served.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. This cumulative student record should include basic demographic data, empirical data, and subjective data.

Conclusion 5: The Academy was serving a significant number of Puerto Ricans, but had no Puerto Rican staff members.

Recommendation: It is recommended that at least one staff member be hired that is of Spanish descent and bilingual.

Conclusion 6: Recruitment was difficult and unorganized.

Recommendation: It is recommended that a specific recruiting process and procedure be developed and implemented.

Conclusion 7: Although all staff members attended college, there seemed to be inadequate matching of assignments with areas of specialization.

Recommendation: It is recommended that teachers be selected and assigned on the basis of the specialized areas of instruction required by the Academy.

Conclusion 8: By offering after-school instruction to public school students, the Academy was spreading its resources too thinly.

Recommendation: It is recommended that the time and effort expended toward tutoring public school students after school be devoted instead to the regular Academy program.

AMERICAN EXPRESS STREET ACADEMY

This Academy, sponsored by the American Express Company, has operated for 23 months. It was initially funded July 25, 1968. The corporate representative to the Academy was Mr. Preston Theall.

Objectives

The primary objectives of the Academy were to

--help students develop personal goals;

--develop self-pride

--improve academic performance

Population Served

A total of 51 students were served by the Academy in 1969-70. Thirty-seven were Black and 14 were Puerto Rican. Thirty-five were male and 16 were female. Students ranged in age from under 17 to over 20 years of age, with a median age of 18.

The spring student registration was 15. Thirteen students were Black and two were Puerto Rican. Ten were male and five were female. The age pattern in the spring was the same as for the 1969-70 total.

Staff

The staff consisted of one head teacher, two regular teachers and one street worker.

Age; The head teacher was between 25 and 29 years of age, while both teachers fell in the 20 to 24 age bracket. The street worker was between 25 and 29 years old. Of the four staff personnel, two were between 20 and 24 years of age and two were between 25 and 29 years old. There were no professionals over 29 years of age.

Sex: Four professionals were on the American Express Academy staff: three males and one female. The head teacher was a male, as was the street worker. Of the two teachers, one was male and one female.

Ethnic-Race: Of the four personnel composing the professional staff of the Academy, three were Black and one White. There were no Puerto Rican professionals on the Academy staff.

Educational Level: The head teacher has attained a bachelor's, while the two teachers are presently enrolled in college. The street worker received a high school education.

Marital Status: At the American Express Academy two of the four professionals were married and two were single.

The head teacher and the street worker were married, whereas both of the teachers were single.

Community Involvement

The Academy was involved with the community on an informal level. Friends of students, interested parents, individuals and groups visited the Academy and were welcomed at various activities.

Recruitment

Students were not actively recruited by the staff members or street worker. Potential enrollees were referred to the Academy from various sources, such as the State Employment Agency, The Neighborhood Youth Corps, The Youth Opportunity Center, Wingate High School and Boys High School.

Facilities

The Academy was housed in a storefront facility located at 1204 Bedford Avenue in Brooklyn. It contained three classrooms and an office.

Budget

American Express Academy was initially funded in July, 1968. The 1969-70 budget for this Academy was $50,000.

The $50,000 budget was spent for four major items: (1) staff salaries ($35,650); (2) rent ($1,290); (3) instructional materials ($1,500); and (4) other items ($11,560).

Staff salaries accounted for 71.3 percent of the budget, rent accounted for 2.6 percent, instructional materials for 3.0 percent and all other items accounted for 23.1 percent of the budget.

Program Effectiveness

Course instruction at this Academy was offered in mathematics, English, history and reading.

1. Mathematics - basic mathematical manipulations of addition, subtraction, multiplication and division were drilled and mastered via algebra.
2. English - grammar covering the parts of speech, vocabulary and expressive communication including writing in the students' own vernacular.
3. History - covered in three phases: Western Civilization, African History and Afro-American History; emphasis was placed on analysis and interpretation of historical events.
4. Reading - integrated with all subject areas; taught by all staff members.

Counseling and guidance were available to students on an informal basis.

The staff was relatively new, all being there less than one year. The street worker was assigned to a teaching position. The lack of a reading teacher was a crucial problem because of the intensive help needed by students in this area.

Physical facilities were inadequate, but the available space was well utilized and well maintained.

Additional communication with the corporate sponsor would have enhanced the program effectiveness.

Thirteen students graduated from the program this year.

This Academy was judged to have achieved its objectives in a successful manner, and, therefore, is judged to be worthy of replication. In addition to the specific recommendations stated above, additional needed changes, modifications, and revisions are enumerated in Chapter VI.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified and changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to the program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive student cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

Conclusion 5: The staff did not include a teacher specialized in the area of reading.

Recommendation: It is recommended that a qualified reading specialist be employed.

Conclusion 6: The street worker was used for teaching assignments.

Recommendation: It is recommended that the street worker be given the freedom and time to do that for which he was hired.

ATLANTIC RICHFIELD STREET ACADEMY

This Academy, sponsored by the Atlantic Richfield Oil Company, operated for 23 months. It was initially funded July 29, 1968. The corporate representative to the Academy was Mr. Thad Toomer.

There was no available data on Recruitment.

Objectives

The major objectives of the Academy were to:

--promote self-pride;

--develop the ability to think critically;

--improve social and emotional adjustment;

--develop job skills;

--prepare for college admission;

--eliminate problems which inhibit learning.

Population Served

A total of 105 students was served by this Academy in 1969-70. One hundred and three were Black and two were Puerto Rican. Ninety-eight were males and seven were females. Students ranged in age from under 17 to over 20, with a median age of 18.

The spring student registration was 30 students. Twenty-nine were Black and one was Puerto Rican. Twenty-two were male and eight were female. The spring enrollment age pattern was the same as the 1969-70 total pattern.

Staff

The staff consisted of one head teacher, three regular teachers and one street worker.

Age: The head teacher fell within the 25 to 29 year age group, while the street worker was older than 29 years of age. Of the three teachers, two were between 20 and 24 years of age and one was over 29 years of age.

Sex: Of the five professional staff members of the Atlantic Richfield Academy, three were male, and two were female. The head teacher was a male, as was one street worker. Two of the three teachers were female, the remaining teacher being a male.

Ethnic-Race: Three of the four staff members were Black; the remaining one was White. There were no Puerto Rican staff members. The head teacher and the street worker were Black, whereas the teaching staff was composed of one Black and two White teachers.

Educational Level: The head teacher and the three teachers attained bachelor's degrees. The street worker received a high school education.

Marital Status: Of the five professional personnel at Atlantic Richfield Academy, three were single and two were married. The head teacher and the street worker were married, whereas all three teachers were single.

Community Involvement

This Academy maintained a working relationship with the Addicts Rehabilitation Center, Harlem Rehabilitation Center, Columbia University, the Moslem Mosque, trade unions, local businesses, and community agencies. These agencies provided counseling, referral and psychiatric services.

Facilities

The Academy was housed in a renovated storefront located at 2169 Eight Avenue, in Manhattan. The facilities consisted of office space, reception area, five classroom, two study areas, a lounge and toilets. A flexible classroom arrangement accommodated classes of various sizes.

Budget

The Atlantic Richfield Academy was initially funded in October, 1968. The 1969-70 budget for this Academy was $50,948.

The $50,948 budget was spent for four major items; (1) staff salaries ($36,800); (2) rent ($3,600); (3) instructional materials ($2,000); and (4) other items ($8,548).

Expenditures for staff salaries accounted for 72.2 percent of the budget, rent accounted for 7.1 percent, instructional materials for 3.9 percent, and all other items accounted for 16.8 percent of the budget.

Program Effectiveness

Instruction was provided in the areas of sociology, mathematics, science, English and reading.

1. Sociology - explored conditions of the Black Ghetto; emphasis was placed on the role of the individual in relation to his peers, superiors, home, school, church, and community.
2. Mathematics - elementary arithmetical operations, algebra and geometry were taught; selected components of commercial arithmetic were also included.
3. Science - included surveys of materials in biology, chemistry and physics.
4. English and Reading - stressed word usage, sentence structure, punctuation, reading comprehension, and communication skills.

Small classes and individual instruction were used in all courses. Individual students were tutored by teachers and advanced students, especially when there was need for intense remediation. Tutoring sessions were extended to all students striving for eligibility to take the college entrance exams. Students also participated in the development of the curriculum.

The staff was adequately trained and they related to the students in a positive manner. There was an atmosphere of mutual respect, a sense of self-pride and a desire to learn. Materials, training aids, and other resources were used effectively in reaching the students.

There was a noticeable decrease in problems related to drug traffic among students.

Twenty-four students graduated from the program at the Academy this year.

This Academy was judged to have achieved its objectives in a successful manner, and, therefore, is judged to be worthy of replication. In addition to the specific recommendations stated below, additional needed changes modifications and revisions are enumerated in Chapter VI.

Conclusions and Recommendations

Consulsion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified, changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

Conclusion 5: The staff exhibited a desire and willingness to increase their effectiveness.

Recommendation: It is recommended that an in-service training program be initiated for the staff to increase their sensitivity to the dynamics of student motivation and progress.

Conclusion 6: The head teacher spent too much time in administrative details and prevented him from giving the type of supervision and direction that was necessary for the most effective program.

Recommendation: It is recommended that an administrative assistant be employed to relieve the head teacher of many administrative details.

Conclusion 7: The staff proved its capability in working with various teaching aids and equipment.

Recommendation: It is recommended that the latest mechanical teaching aids, materials and equipment be made available to the staff.

BURLINGTON INDUSTRIES

LINCOLN STREET ACADEMY

This Academy, sponsored by Burlington Industries, has operated for 20 months. It was initially funded October 4, 1968. The corporate representative to the Academy was Mr. Louis M. Hipp.

There was no available data on Recruitment.

Objectives

The objectives of the Academy were to:

--prepare students for admission to college;

--improve the psychological and social adjustment of students;

--increase personal awareness of societal roles.

Population Served

The total student enrollment for 1969-70 was 43. All 43 were Black. Twenty-four were male and 19 were female. Students ranged in age from under 17 to over 20, with a median age of 18 years.

The spring student registration was 31. All 31 were Black. Twenty-four were male and 7 were female. The spring enrollment age pattern was the same as the age pattern for the total enrollment.

Staff

The staff consists of one head teacher and two regular teachers. There were no street workers.

Age: All three staff members were in the 25-29 age range.

Sex: Of the three professional staff members of this Academy, two were female and one was male. The head teacher was a male, whereas both teachers were female.

Ethnic-Race: The one head teacher and the two teachers were Black. There were no personnel drawn from Puerto Rican or other racial-ethnic groups.

Educational Level: The head teacher has a master's degree and the two teachers are enrolled in college.

Maritial Status: Of the three professionals employed at the Academy, two of them were single and the remaining one married. The head teacher was single, as was one of the two teachers.

The staff was supplemented by 12 volunteer instructors with advanced degrees in various fields. A physician and a psychiatrist provided consultant services. It must be noted that HARC consultants found no documentation of the extent and scope of the services performed by these volunteers.

Community Involvement

Volunteer professional personnel served as a complement to the staff in the classroom as well as tutors for individual and small group remediation.

The Academy was serviced by such agencies as Harlem Span, Harlem Interfaith Counseling Service and the United Black Association.

Facilities

The Academy was located in a renovated storefront at 2056 Madison Avenue in Harlem. A second facility was also used at 32 East 130th Street. The facilities provided an office, reception area, lounge, recreation room, seminar room, three classrooms, library and toilets.

Budget

This Academy was initially funded in October, 1968. The 1969-70 budget for the Academy was $58,827.

The $58,827 budget was spent for four major items: (1) staff salaries ($33,350); (2) rent ($2,164); (3) instructional materials ($3,000); and (4) other items ($20,313).

Expenditures for staff salaries accounted for 56.7 percent of the budget, rent accounted for 3.7 percent, instructional materials for 5.1 percent and all other items accounted for 34.5 percent of the budget.

Program Effectiveness

Instruction was provided in the areas of English and writing, mathematics, reading, history, political science and economics.

1. English and Writing - fundamentals of grammar with exercises in composition structure, using language and grammatical constructions previously studied.
2. Mathematics - basic arithmetical operations and elementary algebra.
3. Reading - vocabulary development, comprehension and speed.
4. History - American and European history as it relates to the Afro-American.
5. Political Science and Economics - survey course in the basics of these two areas.

Materials used included Preliminary Math and Introduction to Algebra, Project Read, Before the Mayflower, Africa--People and Places in the World, La Vida, Black Bourgeoise, Down These Mean Streets, Introduction to Social Living, Introduction to Marxism, the IEDL reading machine and a slide projector.

The staff was adequately trained for the type of assignments undertaken; however, the regular staff was too small for the concentration needed in most subject areas.

The facilities provided adequate space, but the classrooms and instructional equipment were in a state of disrepair.

The regular curriculum was supplemented with modern dance, drama, sewing, and informal sessions on current events.

Classes were conducted in small groups of from eight to ten students. Individual tutoring was available for those students who were preparing for special tests or who required intensive remediation. Informal counseling and guidance were also available.

Fourteen students graduated from the program.

The Academy was judged to have achieved its objectives in a successful manner, and, therefore is judged to be worthy of replication. In addition to the specific recommendations stated below, additional needed changes, modifications, and revisions are enumerated in Chapter VI.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve it 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified, changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

Conclusion 5: The available full-time staff was not sufficient for the number of students being served.

Recommendation: It is recommended that the number of qualified regular staff be increased instead of relying on community volunteers to fill in the gaps.

Conculsion 6: Administrative duties, as well as upkeep of facilities and equipment were often disregarded.

Recommendation: It is recommended that an administrative assistant be hired who could devote time to administrative details and supervision of upkeep and repairs.

CELANESE STREET ACADEMY

The Celanese Street Academy has operated for 25 months. It was initially funded May 10, 1968.

There was no available data on Population Served, Staff, Community Involvement, Recruitment, or facilities.

Budget

The Celanese Street Academy was initially funded in May, 1968. The 1969-70 budget for this Academy was $40,466.

The $40,466 budget was spent for four major items: (1) staff salaries ($26,220); (2) rent ($2,400); (3) instructional materials ($2,000); and (4) other items ($9,846).

Expenditures for staff salaries accounted for 64.8 percent of the budget, rent accounted for 5.9 percent, instructional materials for 5.0 percent, and all other items for 24.3 percent of the budget.

Program Effectiveness

This Academy was not operational. Therefore, effectiveness judgments were not made. Prior to initiation of future operation in this Academy, the program should be completely restructured.

CHASE MANHATTAN STREET ACADEMY

This Academy, sponsored by the Chase Manhattan Bank, has operated for 24 months. It was initially funded June 24, 1968. The corporate representative to the Academy was Mr. Barry Beckham.

Objectives

The objectives of the Academy were to

--provide a college preparatory course;

--develop student ability for critical thinking;

--provide emotional and social adjustment;

--develop an understanding of other races, classes, and nations.

Population Served

The total 1969-70 student enrollment was 40 students. All 40 were Black. Thirty-four were male and six were female. Students ranged in age from under 17 to over 20, with a median age of 18.

The spring registration was 27 students. All were Black. Twenty-three were male and four were female. The spring enrollment age pattern was the same as the age pattern for the total 1969-70 enrollment.

Staff

There were a total of four staff members in the Chase Manhattan Academy. One head teacher, two teachers and one street worker.

Age: The staff ranged in age from 21 to 26 years. The head teacher was the oldest member of the staff.

Sex: The head teacher, one teacher were male and the street worker was male. One teacher was female.

Ethnic-Race: The head teacher, one teacher and the street worker were Black. One teacher was White.

Educational Level: The head teacher and one teacher have a bachelor's degree while the second teacher is enrolled in college. The street worker has a high school education.

Marital Status: The head teacher and one teacher were married. One teacher and the street worker were single.

Facilities

The Academy was housed in a storefront located at 192 Bradhurst Avenue, Manhattan. The facilities included a main floor for office space, a classroom and a library. The basement was used for lounging area and photo laboratory.

Budget

The Chase Manhattan Street Academy was initially funded in June, 1968. The 1969-70 budget for this Academy was $56,385.

The $56,385 budget was spent for four major items: (1) staff salaries ($36,800); (2) rent ($1,500); (3) instructional materials ($1,000); and (4) other items ($17,085).

Expenditures for staff salaries accounted for 65.2 per cent of the budget, rent accounted for 2.7 per cent, instructional materials for 1.8 per cent and all other items accounted for 30.3 per cent of the budget.

Effectiveness

Instruction was designed to assist school dropouts to re-enter the mainstream of education. Remedial instruction was given in history, mathematics and English.

This Academy was judged to have achieved its objectives in a minimal way and, therefore, is judged to be worthy of replication only if completely restructured. Additional needed changes, modifications and revisions are enumerated in this section of the study and in Chapter VI.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified, changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

FIRST NATIONAL CITY BANK STREET ACADEMY

This Academy, sponsored by the First National City Bank, operated for 27 months. It was initially funded March 5, 1968. The corporate representative to the Academy was Mr. David Berman.

Objectives

The major objectives of the Academy were to

--prepare students for admission to Academies of Transition, college preparatory schools or colleges;

--prepare students with a general education and services for job placement

Population Served

During the 1969-70 school year the total registration at the Academy was 94 students. Eighty-four of the students were Black; nine were Puerto Rican and one was White. Seventy-six were male and 18 were female. They ranged in age from under 16 to over 22, with a median age of 18.

The spring student registration was 29 students. Twenty-five were Black, three were Puerto Rican, and one was White. Twenty-three were male and six were female. The spring enrollment age pattern was the same as the age pattern for the total enrollment.

Staff

There was a total staff of six, one head teacher and five teachers. There were no street workers.

Age: The staff members ranged in age from 23 to 36 with only one teacher over 30 years of age. The head teacher was the youngest staff member and four teachers were between 27 and 29.

Sex: The head teacher and four teachers were male while one teacher was female.

Ethnic-Race: The head teacher and four teachers are Black while one teacher is White.

Educational Level: One teacher has a master's degree; the head teacher and three teachers have bachelor's degrees, while one teacher is envolved in college.

Marital Status: Four staff members were married and two were single, including the head teacher.

Community Involvement

The Academy was served by Benjamin Franklin High School, City University of New York, Jefferson Houses, Barnard College, Phoenix House, Metropolitan Hospital, Boys Harbor, and AKA Sorority. These agencies provided recreation, tutoring, medical services and job placement. Tutorial services were offered to community residents through the Academy.

Recruitment

Recruitment was carried out in a variety of ways: the staff's personal contacts, referrals from schools, parental referrals, and public media.

The registration seemed to remain at about 30, a number which can adequately be served in terms of accommodations and physical facilities.

Facilities

The Academy occupies a renovated storefront at 2241 First Avenue in Manhattan. It consists of three classrooms, an office, a storage room, and toilets. Students were permitted to use the library of Benjamin Franklin High School.

Budget

The First National City Bank Street Academy was initially funded in March, 1968. The 1969-70 budget for this Academy was $33,294.

The $33,294 budget was spent for four major items: (1) staff salaries ($13,700); (2) rent ($4,050); (3) instructional materials ($750); and (4) other items ($14,794).

Expenditures for staff salaries accounted for 41.2 percent, instructional materials for 2.3 percent and all other items accounted for 44.3 percent of the budget.

Program Effectiveness

This Academy operated on two levels of instruction - the Academy level and the Transition level.

The Academy level offered instruction in mathematics, reading, and English.

1. Mathematics - fundamental arithmetical operations and introductory algebra.
2. Reading - vocabulary, comprehension and speed development.
3. English - fundamentals of grammar, basic composition, and literature (novels).

The Transition level focused on academic subjects comparable to the 10th and 11th grades. English, mathematics, reading, physics, chemistry, biology, and history were taught on this level.

The structure of the program was developed according to individual needs and achievement levels. There was an adherence to small group, individualized and personal approach.

The students were receiving educational instruction that would prepare them for preparatory school or college. Extensive job referrals and placements were available for those who discontinued their training at the Academy.

The materials and equipment used were adequate and relevant to the population being served.

The rapport and understanding between the staff and students engendered high motivation in staff and students and unusually high attention in the classroom.

The Academy was headed by an Administrative Director who selected the staff on the basis of competence, ability to communicate and the ability to function as models for the students.

This Academy was judged to have achieved its objectives in a successful manner, and, therefore, is judged to be worthy of replication. In addition to the specific recommendations stated below, additional changes, modifications, and revisions are enumerated in Chapter VI.

Conclusions and Recommendations:

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified, changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and programs were not clear.

Recommendation: It is recommended that the Academy objectives and programs be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

Conclusion 5: Long delays were experienced in the receiving of educational materials and equipment.

Recommendation: It is recommended that an impress fund be available to the Academy director to expedite transactions involving expenditures of $500 or less.

Conclusion 6: Students on the Transition level did not have adequate laboratory facilities for their educational needs.

Recommendation: It is recommended that minimal laboratory facilities be made available for the students in physics, biology and chemistry.

IBM ACADEMY

This Academy of Transition, sponsored by the IBM Corporation, has operated for 27 months. It was initially funded March 5, 1968.

There was no available data on recruitment.

Objectives

The objectives of the program at the Academy were to

--prepare students for college entrance;

--improve social and emotional adjustment;

--develop ability to do critical thinking;

--improve understanding between races, classes, and nations;

--eliminate problems which inhibit learning.

Population Served

A total of 105 students were served by the Academy in 1969-70. Ninety-eight were Black; six were Puerto Rican, and one was White. Seventy-six were male and 29 were female. The age pattern ranged from under 17 to over 20, with a median age of 18.

The spring registration was 86 students. Eighty-two were Black, three were Puerto Rican, and one was White.

Sixty-two were male and 24 were female. The age pattern was the same as the age pattern for the 1969-70 total enrollment.

Staff

The staff of the IBM Academy of Transition consists of one head teacher, four teachers and one street worker.

Age: All staff members are between 23 and 26 years of age. The head teacher and the street worker are both 23 years old.

Sex: All staff members except two teachers are males.

Ethnic-Race: All staff members are Black.

Marital Status: One female teacher and the street worker are single. The remainder of the staff is married.

Educational Level: The head teacher and one female teacher have a bachelor's degree, while two teachers and the street worker have had some college experience. The educational level of one male teacher was not available.

Community Involvement

The Academy maintained a relationship with the Addicts Rehabilitation Center, St. Luke's Hospital, the local community school board and HARYOU for referrals, counselling and placement services.

Budget

The IBM Academy of Transition was initially funded in March 1968. The 1969-70 budget for this Academy was $65,000.

The $65,000 budget was spent for four major items: (1) staff salaries ($48,000); (2) rent ($2,800); (3) instructional materials ($4,250); and (4) other items ($9,650).

Expenditures for staff salaries accounted for 74.3 percent of the budget, rent accounted for 4.3 percent, instructional materials for 6.5 percent, and all other items accounted for 14.9 percent of the budget.

Program Effectiveness

Instruction was provided in the following areas: biology and chemistry, sociology and economics, history, geography, political science, and personal awareness.

Individualized and small-group instruction was used whenever desirable or necessary.

This Academy was judged to have achieved its objectives in a moderately successful manner. This judgment is based on limited observations due to the lateness of this Academy's decision to participate in the study. The program is judged to be worthy of replication with the changes and modifications contained herein. Additional needed changes, modifications and revisions are enumerated in this section of the study and in Chapter VI.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified, changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

MCGRAW-HILL STREET ACADEMY

This Academy, sponsored by the McGraw Hill Company, has operated for 28 months. It was initially funded February 26, 1968. The corporate representative to this Academy is Mr. Morrie Helitzer.

Objectives

The major objectives of the Academy were to:

--develop the ability to think critically;

--improve basic academic skills;

--develop personal life goals;

--prepare for preparatory school or to complete the 11th and 12th grades of the public schools.

Population Served

During 1969-70, there was a total registration of 115 students. One hundred and one were Black and 14 were Puerto Rican. One-hundred and five were male and ten were female.

Students ranged in age from under 17 to over 20, with a median age of 18.

The spring student registration was 40 students. Twenty-seven were Black and 13 were Puerto Rican. Twenty-five were male and 15 were female. The spring enrollment age pattern was the same as the age pattern for the total enrollment.

Staff

The staff consisted of one head teacher, two regular teachers, and a street worker. The street worker doubled as a public relations man.

Age: The head teacher and the street worker were between 20 and 24 years of age. The two teachers were under 30 years old, one was between 20 and 24 and one was between 25 and 29 years of age.

Sex: The four professional staff members at McGraw-Hill Academy were male. The one head teacher, the two teachers, and the street worker were all male.

Ethnic-Race: The four member professional staff of the Academy included three Black and one Puerto Rican. The head teacher and the street worker were Black. Of the two teachers, one was Black and one was Puerto Rican.

Educational Level: The head teacher and one teacher have bachelor's degree, while one teacher and the street worker are presently enrolled in college.

Marital Status: Of the four professional personnel at the Academy, three were single and one was married. The head teacher was single, as was the street-worker. One of the two teachers was married; the other was single.

Community Involvement

Roosevelt Hospital provided free medical, dental and psyciatric services to the Academy students. Lincoln Square Neighborhood Center facilities were available to Academy students. The Lincoln Square Theatre Group and the Off-Center Theatre Group at Good Shepherd Faith Church had Academy students participating in their activities.

Recruitment

Most of the students at the Academy were recruited from Haaren High School when their performance at the High School was not acceptable. Many referrals were made by personal contacts of students or staff.

Facilities

The Academy was housed in a converted garage at 259 West 64th Street in Manhattan. These facilities consisted of 3 classrooms, an office, a recreation room, a darkroom and toilets.

Budget

McGraw-Hill Street Academy was initially funded in

February, 1968. The 1969-70 budget for this Academy was $42,398.

The $42,398 budget was spent for four major items: (1) staff salaries ($35,650); (2) rent ($1,000); (3) instructional materials ($1,000); and (4) other items ($4,748).

Expenditures for staff salaries accounted for 84.0 percent of the budget, rent accounted for 2.4 per cent, instructional materials for 2.4 per cent, and all other items accounted for 11.2 per cent of the budget.

Effectiveness

Instruction was provided in history, mathematics, English, and sociology.

(1) History--the nature of American government and modern United States History

(2) Mathematics--covered topics in algebra, geometry, and trigonometry. This course is taught on three levels of difficulty.

(3) English--emphasis was on reading; phonetics, spelling, word structure and self-expression were also included.

(4) Sociology--focused on society's problems and

self-development. The discussion method was used.

The projected science course was not implemented due to the lack of materials needed.

A photography project supplemented the academic courses. In addition, the students experiencing special reading difficulties received help from specialists from Fordham University's Lincoln Center Campus.

Students could transfer credits of courses completed at the Academy to Haaren High School. This arrangement seemed to be working satisfactorily.

The instruction the students were receiving at the Academy appeared to be raising the achievement levels of the students, and preparing them to finish high school or enter a preparatory school. Many students were showing positive social attitudes and adjustments.

Classroom materials were relevant to the interests and needs of the participants. These materials seemed adequately directed for the ethnic composition of the group.

Four students graduated during the year. This Academy was judged to have achieved its objectives in a successful manner and, therefore, is judged to be worthy of replication. In addition to the specific recommendations stated below, additional needed changes, modifications and revisions are enumerated in Chapter VI.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified and changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional materials, be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

MANUFACTURERS HANOVER TRUST STREET ACADEMY

Manufacturers Hanover Trust Street Academy was sponsored by the Manufacturers Hanover Trust Company. This Academy has operated for 18 months. It was initially funded January 1, 1969.

Objectives

The primary objectives of this Academy were to:

--prepare students for college admission;

--improve emotional and social adjustments;

--develop the ability to do critical thinking;

--improve understanding among races and nations;

--eliminate problems which inhibit learning;

--improve self-concept and community awareness.

Population Served

A total of 95 students was served by the Academy in 1969-70. Eighty-three were Black and 12 were Puerto Rican. Sixty-three were males and 32 were females. The spring enrollment age pattern was the same as the age pattern for the total enrollment.

Staff

The Academy had a staff consisting of one head teacher and three regular teachers.

Age: Of the four professionals staffing the Manufacturers Hanover Trust Academy, one was between 20 and 24 years of age and three were over 29. No staff members fell into the 25-29 age category. The one head teacher was over 29 years of age, as were two of the three teachers.

Sex: The four individuals forming the professional staff included three males and one female. The head teacher was a male, as were two of the three teachers.

Ethnic-Race: The four member staff of the Manufacturers Hanover Trust Academy did not include Puerto Rican or White individuals.

Educational Level: Of the four staff personnel at the Academy, all completed high school and attended college. The head teacher received a degree from graduate school. The three individuals forming the Academy teaching staff have bachelor's degrees.

Marital Status: Of the four professional staff members at the Academy, all were married.

Community Involvement

This Academy exchanged program activities with the nearby Morrisania Youth and Service Center.

Recruitment

The Taft High School and the Bronx Branch Office of the Urban League were used as referral sources for potential students who qualified for the educational services of this Academy. Some referrals were made from the Morrisania Youth and Service Center.

Facilities

This Academy occupied a renovated storefront at 261 East 172nd Street in the Bronx. These facilities provided for a reception area, office space, 4 classrooms, a lounge, a library, and lavatories.

Budget

The Manufacturers Hanover Trust Street Academy was initially funded in January, 1969. The 1969-70 budget for this Academy was $50,008.

The $50,008 budget was spent for four major items: (1) staff salaries ($35,075); (2) rent ($4,200); (3) instructional materials ($480); and (4) other items ($10,253).

Expenditures for staff salaries accounted for 70.2 per cent of the budget, rent accounted for 8.4 per cent, instructional materials for 1.0 per cent and all other items accounted for 20.4 per cent of the budget.

Effectiveness

Instruction was provided in the areas of English, reading, mathematics, history, French and creative writing.

(1) English--fundamentals of grammar, sentence structure and basic composition.

(2) Reading--vocabulary development, comprehension and literature.

(3) Mathematics--fundamental arithmetical operations and algebra.

(4) History--European and American History and Black Culture.

(5) French--conversational approach (elective course)

Small group and individualized instruction were used with the students. The course materials were geared toward the needs of the students. Because of the limited enrollment, the individualized instruction provided the intensive help needed. The students exhibited an interest to raise their achievement level in order that they might enter an academy of transition. Informal counseling and guidance were also available.

The staff seemed to be aware of student needs and abilities and prepared materials that were relevant to these factors.

There were eight graduates from this year's program. This Academy was judged to have achieved its objectives in a successful manner and, therefore, is judged to be worthy of replication. In addition to the specific recommendations stated below, additional changes, modifications and revisions are ennumerated in Chapter VI.

Recruitment was not as effective as it could have been if a full-time street worker had had responsibility for this phase of the program.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified, changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

Conclusion 5: Puerto Rican students constituted 20 per cent of the student population, yet there were no Puerto

Rican staff members.

Recommendation: It is recommended that at least one full-time Puerto Rican staff member be employed.

Conclusion 6: The Academy had no street worker on the staff.

Recommendation: It is recommended that a full-time street worker be employed.

MORGAN GUARANTY STREET ACADEMY

This Academy, sponsored by the Morgan Guaranty and Trust Company, has operated for 20 months.. It was initially funded October 17, 1968.

Objectives

The objectives of the Academy were to:

--reintroduce the student to academic life;

--build self-confidence to meet academic demands;

--prepare students for preparatory school or college.

Population Served

A total of 110 students was serviced by the Academy in 1969-70. Twenty-seven were Black and 83 were Puerto Rican. There were 89 males and 21 females. Students ranged in age from under 17 to over 20, with a median age of 18 years.

The spring registration was 60 students. Thirty-seven were Black and 23 were Puerto Rican, 40 were male and 20 were female. The spring enrollment age pattern was the same as the age pattern for the total enrollment.

Staff

The staff consisted of one director-head teacher, one street worker, and three regular teachers.

Age: Of the five professionals at Morgan Guaranty Academy, three were in the 20-24 age group, one was in the 25-29 age group and one was over 29 years of age. The head teacher was over 29 years of age. The street worker was in the 20-24 age group. Of the three teachers at the Academy, two were in the 20-24 age range, one was between 25 and 29 years of age, and none were over 29 years old.

Sex: The five member professional staff at the Morgan Guaranty Academy included four males and one female. The head teacher and the street worker were male. The three teachers included two males and one female.

Ethnic-Race: The five professional personnel employed at the Academy included three Black and two Puerto Rican staff members. The head teacher was Black, while the street worker was Puerto Rican. Of the three teachers on the staff, two were Black and one was Puerto Rican.

Educational Level: Of the five staff members at Morgan Guaranty Academy, all completed high school and attended college. No staff member attained a graduate degree or terminated his education at the high school level. The head teacher, the entire three member teaching staff, and the one street worker have attended college.

Marital Status: Of the five professionals, three were single and two were married. The head teacher and the street worker were single. Two of the three teachers were married.

Community Involvement

The Academy was involved with the community on an informal level. Friends of students, interested parents, individuals and groups visited the Academy.

Recruitment

Many of the students attending this Academy were referrals from Harren High School. Some of the students have been referred by their friends and relatives. There is no active recruiting efforts on the part of the staff.

Facilities

The Academy is housed in a renovated storefront located at 85 Division Street in Manhattan. The facilities consisted of two classrooms, a small science laboratory, an art studio, a darkroom, office space, and a cafeteria-lounge.

Budget

Morgan Guaranty Trust Street Academy was initially funded in October, 1968. The 1969-70 budget for this academy was $59,008.

The $59,008 budget was spent for four major items; (1) staff salaries ($39,330); (2) rent ($3,600); (3) instructional materials ($2,000); and (4) other items ($14,078). These represent the following percentages of the total budget: salaries--66.6%, rent--6.1%, instructional materials--3.4%, and other expenses--23.9%.

Expenditures for staff salaries accounted for 66.6 per cent of the budget, rent accounted for 6.1 per cent, instructional materials for 3.4 per cent, and all other items accounted for 23.9 per cent of the budget.

Effectiveness

Instruction was given in mathematics, social studies, general science, and English.

(1) Mathematics--elementary algebra; remedial arithmetic was available for those who need it.

(2) Social Studies--survey of historical social actions and interraction; current political events were also discussed.

(3) General Science--fundamentals of biology, phy-

sics, and chemistry.

(4) English--stressed writing, spelling, vocabulary, and reading comprehension. Special tutoring was provided for slow readers.

An experimental course in art was given for interested students. The course was conducted by volunteers from Pratt Institute.

Students at all different academic levels of ability were together in the classes. This was done with the hope of motivating the slower student to achieve at a more rapid pace.

The staff was well trained and all were teaching subjects in their major areas of study.

The course offerings were adequate to prepare a student for re-entry into high school, a preparatory school or college. A program of cooperation existed between the Academy and Haaren High School, to which Academy students transferred their credits from courses completed at the Academy. Students who did not choose to continue their education could avail themselves of the Academy's placement services.

A close rapport existed between students and staff.

Conclusions and Recommendations

Conclusion 1: The Academy has a large number of Puerto Rican students, yet too few courses related to Spanish culture.

Recommendation: It is recommended that the curriculum include appropriate courses in Spanish culture and literature.

Conclusion 2: Many classes at the Academy range between 25 to 30 pupils.

Recommendation: Class size should be reduced to a maximum of 15 students per class.

Three students graduated from the Academy. This Academy was judged to have achieved its objectives in a moderately successful manner. The program is judged worthy of replication with changes and modifications contained herein. Additional needed changes, modifications, and revisions are enumerated in this section of the study and in Chapter VI.

PAN AMERICAN STREET ACADEMY

Pan American Street Academy has operated for 22 months. It was initially funded August 14, 1968.

Population Served

A total of 61 students was serviced by the Academy in 1969-70. All 61 were Black. Forty-one were male and 20 were female. Students ranged from 17 to over 20, with a median age of 18.

The spring registration was 37 students. Thirty-six were Black and one was Puerto Rican. Twenty-five were male and 12 were female. The age pattern ranged from under 17 to over 20 with a median age of 18.

Staff

The staff of the Pan American Street Academy consists of one head teacher, two teachers, and one Street worker.

Age: All staff members were between 23 and 28. The head teacher and the street worker were 28, while the two teachers were 23 and 25.

Sex: All staff members were male.

Ethnic-Race: All staff members were Black.

Educational Level: One teacher has a bachelor's degree, while the remainder of the staff has had some college.

Budget

Pan American Airlines Street Academy was initially funded in August, 1968. The 1969-70 budget for this Academy was $25,132.

The $25,132 budget was spent for four major items: (1) staff salaries ($13,502); (2) rent ($928); (3) instructional materials ($1,446); and (4) other items ($9,256).

Expenditures for staff salaries accounted for 53.7 per cent of the budget, rent accounted for 3.7 per cent, instructional materials for 5.8 per cent, and all other items accounted for 36.8 per cent of the budget.

Effectiveness

Remedial instruction and totoring were provided in mathematics, language arts, history and sociology.

This Academy was judged to have achieved its objectives in a minimal way. This judgment is based on limited observations due to the lateness of this Academy's decision to participate in the study. The program is judged to be worthy of replication only if completely restructured. Additional needed changes, modifications and revisions are ennumerated in this section of the study and in Chapter VI.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified and changed and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

TIME-LIFE ACADEMY OF TRANSITION

This Academy of Transition, sponsored by Time-Life, Inc., has operated for 22 months. It was initially funded August 14, 1968.

Objectives

The primary objectives of the Academy were to:

--prepare students for entrance into college or preparatory school;

--improve emotional and social adjustment;

--develop the ability to do critical thinking;

--improve understanding among races and nations;

--eliminate problems which inhibit learning;

--produce community-minded students.

Population Served

A total of 103 students were served by the Academy in 1969-70. Ninety-six were Black, six were Puerto Rican and one was White. Seventy-five were males and 28 were females. Students ranged in aged from under 17 to over 20 years, with a median age of 18 years.

The spring student registration was 84 students. Eighty were Black, three were Puerto Rican and one was white. Sixty were males and 24 were females. The spring enrollment age pattern was the same as the age pattern for the total enrollment.

Staff

The staff of the Academy consisted of one head teacher, three regular teachers, and one street worker.

Age: Of the five staff members, the head teacher was over 29 years of age, while the street worker was in the 20 to 24 age range. Two of the three teachers were between 20 and 24 years of age, the remaining being between 25 and 29 years old.

Sex: The staff was composed of two male and three female members. The head teacher and the street worker were males, whereas all three of the teaching staff were female.

Ethnic-Race: Of the five staff members, all were Black.

Educational Level: Of the five staff members one completed high school, and four attended college. The head teacher and three teachers have bachelor's degrees while the street worker received a high school education.

Marital Status:

Three of the five staff members were married, and two were single. The head teacher and one of the three teachers were married. The one street worker was married.

Recruitment

Most students were referred through the Street Academies. Some individuals came in on their own, but still had to be processed through Central Administration. Limited recruitment was done by the street worker.

Community Involvement

The Academy was involved with the community on an informal level. Friends of students, interested parents, individuals, and groups visited the Academy.

Facilities

The Academy occupied a storefront facility at 2230 Eighth Avenue in Harlem. It consisted of an office-reception area, four classrooms, storage space, library-instructional areas and toilets.

Budget

Time-Life Academy of Transition was initially funded in August, 1968. The 1969-70 budget for this Academy was $55,558.

The $55,558 budget was spent for four major items: (1) staff salaries ($43,125); (2) rent ($3,720); (3) instructional materials ($3,000); and (4) other items ($5,713).

Expenditures for staff salaries accounted for 77.6 per cent of the budget, rent accounted for 6.7 per cent, instructional materials for 5.4 per cent and all other items accounted for 10.3 per cent of the budget.

Effectiveness

The Academy offered instruction in English, reading, mathematics, and Spanish.

(1) English--fundamentals of grammar, survey of literature, and creative writing.

(2) Reading--vocabulary development and reading comprehension.

(3) Mathematics--basic arithmetic and elementary algebra.

(4) Spanish--elementary, conversational approach.

Classes were organized in small groups. Individual tutoring was also available. Seminars and informal group discussions of contemporary issues were used as supplements to regular classroom sessions.

The staff was well trained to fulfill the responsibilities of their positions in the program. The texts and other teaching materials used were appropriate for the population being served and these materials were used effectively. The staff demonstrated ability and imagination in modifying material from standard texts and other sources to supplement the materials on hand.

The variation of program content and the interchange of facilities between this Academy and the IBM Academy was a wholesome example of cooperative effort.

The rapport which was established between students and staff provided an atmosphere that was conducive to learning. The students exhibited a desire to compete successfully with their peers and to pursue their educational careers.

During the year, there were 64 graduates from the Academy.

This Academy was judged to have achieved its objectives in a successful manner and, therefore, is judged to be worthy of replication. In addition to the specific recommendations stated below, additional needed changes, modifications, and revision are enumerated in Chapter VI.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified, changes and/or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

Conclusion 5: The head teacher was responsible for administrative duties as well as teaching responsibilities.

Recommendation: It is recommended that an administrative assistant be hired to relieve the head teacher of administrative details and/or a mathematics teacher hired to relieve the head teacher of this responsibility.

Conclusion 6: There were insufficient psychological, social and vocational services available to the students.

Recommendation: It is recommended that ways be explored for providing these services along with the students' formal education.

UNION CARBIDE STREET ACADEMY

This Academy, sponsored by the Union Carbide Corporation, has operated for 25 months. It was initially funded May 38, 1968. The corporate representative was Mr. James Hill.

Objectives

The objectives of the Academy's program were to

--improve academic performance;

--improve social and emotional adjustment;

--motivate students to continue their education.

Population Served

A total of 103 students was served by the Academy in 1969-70. Eighty-seven were Black, five were Puerto Rican, and 11 were white. Sixty-seven were males and 36 were females. Students ranged in age from under 17 to over 20 years, a median age of 18 years.

The spring registration was 20 students. Seventeen were Black, one was Puerto Rican, and two were white. Thirteen were males and seven were females. The spring enrollment age pattern was the same as the age pattern for the total enrollment.

Staff

There were a total of two staff members in the Union Carbide Academy.

Age: Both the head teacher and the teacher were 25 years of age.

Sex: The head teacher was female and the teacher was male.

Ethnic-Race: The head teacher was Black and the teacher was White.

Educational Status: The head teacher is currently enrolled in college while the teacher has a bachelor's degree.

Marital Status: The head teacher is married while the teacher is single.

Recruitment

Students were not actively recruited by the staff. The student population was generally referred from Brooklyn Youth Opportunities, the New York State Employment Agency, Bedford-Stuyvesant Restoration, the attendance task force at Boys High, and guidance counselors from various high schools. In addition, many students were referred by Academy students in attendance or former Academy students.

Community Involvement

The facilities of the Academy were made available to the Uhuru School for weekend tutorial programs for elementary school children.

Students were referred to the Academy by the Youth Opportunity Center, State Division of Employment, Bedford-Stuyvesant Restoration Corporation and the local public schools.

The corporate sponsor provided employment for students during the summer and a commitment was made by the A & P stores to hire Academy students for part-time, after-school jobs.

Facilities

The Academy was housed in a renovated storefront at 1147 Bedford Avenue in Brooklyn. The facilities consisted of two classrooms, an office, a lounge and toilets.

Budget

Union Carbide was initially funded in May, 1968. The 1969-70 budget for this Academy was $54,310.

The $54,310 budget was spent for four major items: (1) staff salaries ($38,042); (2) rent ($3,000); (3) instructional materials ($2,000); and (4) other items ($11,268).

Expenditures for staff salaries accounted for 70.1 per cent of the budget, rent accounted for 5.5 per cent, instructional materials for 3.7 per cent and all other items accounted for 20.7 per cent of the budget.

Effectiveness

Instruction was provided in English, mathematics, reading, science, and history and sociology.

(1) English--emphasis was on the spoken language; students keep journals of their own writings.

(2) Mathematics--fundamentals of algebra as related to everyday experiences.

(3) Reading--vocabulary, comprehension, and speed were taught at three levels of difficulty.

(4) Science--related to health and nutrition.

(5) History and Sociology--Black contributions with their sociological implications and significance.

Students were receiving the Academic training that prepared them to enter Transition Academies. All of the Academy's graduates entered the Transition Academies; however, many of those who entered the transition program do not complete it.

The academy had a close working relationship with its sponsor; materials, personnel, and Academy problems were often handled by the sponsor in cooperation with the sponsor.

Although not all staff members had college degrees, the teachers demonstrated dedication, experience, and ability for their responsibilities.

During the year, 36 students graduated from the program.

This Academy was judged to have achieved its objectives in a successful manner and, therefore, is judged to be worthy of replication. In addition to the specific recommendations stated below, additional needed changes, modifications and revisions are enumerated in Chapter VI.

Conclusions and Recommendations

Conclusion 1: This Academy did not fully achieve its 1969-70 objectives.

Recommendation: It is recommended that objectives be continually reviewed, clarified and changed or modified to best serve the student participants.

Conclusion 2: The Academy objectives and program were not clear.

Recommendation: It is recommended that the Academy objectives and program be put into written form and made available to appropriate individuals.

Conclusion 3: The population served is not a stable population. It is fluid and highly mobile.

Recommendation: It is recommended that the curriculum, instructional procedures and instructional materials be continually reviewed and made relevant to program participants.

Conclusion 4: Empirical data regarding individual student academic achievement and personal growth were inadequate.

Recommendation: It is recommended that a comprehensive cumulative record keeping system be developed and implemented. The student cumulative record system should include basic demographic data, empirical data and subjective data.

Conclusion 5: Many students discontinue their studies at the Academy because of financial burdens and responsibilities.

Recommendation: It is recommended that the possibilities of stipends or a work-study program for students be explored.

Conclusion 6: There is no street worker presently employed at the Academy.

Recommendation: It is recommended that a qualified street worker be employed.

PREPARATORY SCHOOLS

The logical extension of the Academies are the Preparatory Schools -- Harlem Preparatory Academy and Newark Preparatory School. These two schools accept graduates of the Academies, as well as other students, on a fee basis. Graduates of the Street Academies are charged an annual enrollment fee and expenses of $2,500 to attend the Harlem Academy and Newark Preparatory.

Harlem Academy

Harlem Academy enrolled approximately 171 students during the program year, 126 male and 45 female. One hundred and sixty-four (164) students were Black; seven were Puerto Rican. The student median age was 18 years.

A total of 81 Street Academy participants graduated from the Harlem Prep in June, 1970, 58 male and 23 female. Of this number, 77 were Black and four were Puerto Rican. A total of 22 students, 11 male and 11 female, have been accepted by 15 colleges.

Newark Preparatory School

Newark Preparatory School enrolled approximately 335 students during the 1969-70 program year, 261 male and 74 female. Most of the students were Black, with a median age of 17.

Approximately 48 students from the Street Academies were enrolled in the Newark Preparatory School this year. Fifteen former Street Academy students graduated from Newark Preparatory School this year.

CHAPTER V

FINDINGS

During 1969-70 the New York City Urban League operated a set of 14 semi-autonomous Academy projects. One Academy, Celanese, was not fully operational during 1969-70. The 14 Academy projects were financed by corporate sponsors and bear the name of the corporate sponsor. The average length of Academy operations has been 23 months.

Twelve of the projects were Street Academies. Two of the projects were Academies of Transition.

Street Academies are multi-purpose experimental, educational induction centers. The 12 Street Academies were:

--American Airlines
--American Express
--Atlantic Richfield
--Burlington Industries
--Celanese
--Chase Manhattan Bank
--First National City Bank
--Manufacturers Hanover Trust
--McGraw-Hill
--Morgan Guaranty Trust
--Pan American Airlines
--Union Carbide

Eight of the Academies are located in Manhattan, two of the Academies are in the Bronx, and two are located in Brooklyn.

Academies of Transition are multi-purpose experimental basic education centers. The two Academies of Trasition are:

--International Business Machines

--Time-Life

Both of the Academies of Transition are located in Manhattan.

Thirteen Street Academies were financed and made operational in 1968. One Street Academy project was financed and made operational in 1969. The need for the Academies was generated within the Harlem communities in 1966. An inordinate number of youth was was not completing high school. An estimated 65% of the Black and Puerto Rican students entering the ninth grade failed to graduate with their twelfth grade class four years later. They were either expelled from the public school system or they dropped out voluntarily. The minority youth drop-out rate in New York City of approximately 65% is considerably higher than the average drop-out rate of 15% for the rest of New York State.

Program Summary

All Academies pursued similar objectives for the population served: for admission to college; reconnection to formal education; improvement in academic achievement; development of self-pride and personal life goals; development of the ability to think critically; and improvement of social and emotional adjustment.

The Academies' programs were organized in such a way that their primary goal was to retrieve high school dropouts and reorient them toward re-entry and successful functioning within the mainstream of American society and education. Thus the programs provided remedial instruction in basic subjects such as reading, mathematics and English, and enhanced the curriculum with courses in history, political science, sociology, ethnic Black and Puerto Rican history and culture.

Instruction was generally carried out in small groups and often individually. Tutoring by staff, volunteers, and other students was usually available for students needing intensive individulaized instruction. In some instances Academy students did volunteer tutoring for community elementary school students.

Extra-curricular activities such as drama, art, photography, and dance rounded out the programs. Preparation for the High School Equivalency Examination, extrance into Preparatory Schools, re-entry into high schools, and motivation to attend college constituted other important aspects of the programs. For students who did not wish to continue their formal education, vocational guidance and job placement were available to them.

Recruitment of Population Served

Many means were utilized to recruit students for the Academies. Potential students were informed of the program at the Academies. Potential students were informed of the program at the Academies through street workers, teachers, and head teachers. Many students were referred from the public school and community agencies such as State Employment Agency, The Neighborhood Youth Corps, The Youth Opportunity Center, Addicts Rehabilitation Center, Morrisania Youth and Service Center. Others heard about the program from friends of currently enrolled and former students of the Academies.

Basically, criteria for entrance into the 12 Street Academies consisted of a desire and motivation on the part of the student and staff judgment that the Academy could help the potential student. Some minimal academic requirements were utilized to select students for the two Academies of Transition.

Population Served

Basically, the population served by the Academies was high school drop-outs, both male and female.

The total registration for the Academies during the year 1969-70, of the 13 Academies for which information was available, was 1,118, ranging from a low of 40 for the Chase Manhattan Bank Academy to a high of 115 for the McGraw-

Hill Academy, with an average of 86 participants. The comparable figure for the spring term was 509 students, ranging from a low of 15 for the American Express Academy to a high of 86 for the IBM Academy of Transition.

Of the total 1,118 (1969-70) participants, the majority (82%) were Black, 17% were Puerto Rican, and 1% were white. Every Academy except Morgan Guaranty, which had predominantly Puerto Rican participants, had a preponderance of Black students. In the spring term, Black students again predominated with almost 85% of the total, while 14% were Puerto Rican and 1% White. Although the majority of the students in the Morgan Guaranty Street Academy were Black in the spring semester, Puerto Ricans were well represented in that Academy, as well as the McGraw-Hill Academy, and actually surpassed the number of Blacks in the American Airlines Academy.

During 1969-70, there were more males than females at every Academy and males comprised over 75% of the total enrollment. During the spring term, the proportion of females increased to over 30% and, in fact, there were more females than males enrolled in the American Airlines Academy.

The age distribution of participants for the Academies during 1969-70 was very similar to the age distribution for the spring term. There were proportionately slightly fewer 17 year olds and proportionately slightly more 18-

year-olds in the spring semester than for the total year. All other age groups remained approximately the same.

Staff

The staff of all Academies for 1969-70 numbered 57, including 13 head teachers, 35 teachers, and nine street workers. Every Academy had a head teacher, nine had street workers, and each had from one to five teachers, with three being the model number of teachers. Blacks comprised almost 90% of the staff--12 of the 13 head teachers, 29 of the 35 teachers, and all nine of the street workers. The staff members tended to be young with 86% under 30 years of age. More than 70% of the staff was male, with all street workers and all but one head teacher being male. Consistent with the youth of the staff, more than half were single, although eight of the 13 head teachers were married. Only four staff members, all street workers, had only a high school diploma, and five, serving as head teachers or teachers, had a master's degree. A total of 30 staff members had at least a bachelor's degree.

Budgets

The budgets for 1969-70 ranged from $25,132 for the Pan American Street Academy to $65,000 for the IBM Street Academy, with a mean budget of $49,381 and a total budget for all Academies of $691,334. Over two-thirds of the budgets ($466,144) were committed to staff salaries, with an average expenditure for the 57 staff members of $8,178. Instructional material comprised 4.1% of the total budget. The per pupil costs averaged $618 with a range from $354 to $1,409.

Student Reactions to the Program

Thirty-four students were interviewed to ascertain their reaction to the Street Academy Program. Nineteen of the students interviewed were currently enrolled; 11 of the students had left the program; three of the students were registered in the program, left and returned to the program; and one student had graduated from the program and is currently attending college.

Students' responses were given in a structured interview designed around five basic questions. The questions were:

1) How did you find out about the program?
2) How was the program initially explained to you?
3) What do (did) you like (dislike) about the program?
4) Why did you remain in (leave) the program?
5) What teachers (subjects) did you like best?

Students responded to the five basic questions in various ways; therefore student responses are not exactly alike. Student responses to the structured interview are herein presented.

I. Students Currently Enrolled in the Program

Nineteen currently enrolled students were interviewed; ten were males and nine were females. Six were Puerto Rican, and 13 were Black. The students were junior high school, high school, and college drop-outs. Six were referred to the Academy by representatives of public agencies, one by his mother, one was self-referred, and 11 followed their friends into the program. They liked the program because the classes were small and the instruction individualized. Several reported that they were pleased because they did not have to change classes on schedule, as they had done in the public schools. Some reported that they felt more comfortable with Black teachers and students. They liked the inclusion of Black history in the curriculum and the teachers' efforts to make the subject matter more relevant. They all felt that the teachers would take as much time as necessary to help them understand the work. Each student reported that there were teachers who were interested in him as an individual, and teachers who would help them with personal problems. A significant numer of students reported that the head teacher exhibited unusual qualitites of leadership and empathy.

Student 1: Female, Puerto Rican, 17 years old. Referred to the Academy by the Neighborhood Youth Corps. Not sure of her future plans. Liked the Academy very much, especially positive teacher interest, slower learning pace, and reduction of timed group instruction. Was pleased with the individual attention she received. Favorite subject -- English.

Student 2: Female, Puerto Rican, 16 years old. Ninth grade high school drop-out. Referred by the Department of Social Services investigator. Liked the small classes, reduction of timed instruction, and the teachers. Felt English teacher was outstanding because of her patience, willingness to spend extra time with students, and intense interest in students as individuals. Her aim was to get a good job, after college.

Student 3: Male, Puerto Rican, 17 years old. Was a high school drop-out. Referred to the Academy by a friend who had entered through the Neighborhood Youth Corps. Liked small classes, and was impressed by the preparation of the teachers and their interest in the personal problems of the students. Felt the English and mathematics teachers were especially patient, through, and knowledgeable. Said he was so pleased with his education at the Academy that he would attend even if it moved out of the city.

Student 4: Female, Puerto Rican, 17 years old. Was a high school drop-out. Referred to the Academy by the Neighborhood Youth Corps. Was impressed by the teachers' commitment to teaching. Thought the English teacher was "cool" and patient, had good knowledge of the subject and could make it relevant. Will continue at the Academy because she no longer feels "dumb." Feels she is learning.

Student 5: Male, Black, 18 years old. Left junior high school because he felt the teachers were not interested in him. A friend told him about the Academy. It has become a "second home" for him. Felt the teachers helped students with their personal problems as well as helping to overcome their learning problems. Has loved every minute in the Academy because every teacher was outstanding. Planned to graduate in June, 1970, and continue in a Preparatory School.

Student 6: Male, Black 21 years old. Became interested in the program because a cousin and also a friend had been to the Academies and then to college. Academy excited him. Felt the staff was outstanding, dedicated, and sincere. Intended to graduate in June, 1970, to go to college.

Student 7: Female, Black 21 years old, married. Was interested in continuing her education, and was referred by the Breakthrough Program. Her orientation to the Academy emphasized the basic aim--to help drop-outs finish school. Experienced success in the program and felt this because of the teachers' personal interest in her. Intended to graduate in June, 1970.

Student 8: Male, Black 17 years old. Referred to the Academy by a friend, who told him it was a good program for students who had not done well in the public schools. Felt he was learning and getting a good education. Felt the teachers were well-prepared and took personal interest in every student. Felt the English and history teachers were outstanding, that they motivated students, had respect for their intelligence, and were thorough.

Student 9: Female, Black 16 years old. Heard about the Academy when asking about going back to school. Wanted to prepare for college. Liked the program because it made provision for social privileges. Teachers were patient. History teacher was outstanding because of willingness to spend extra time on lessons and was competent.

Student 10: Male, Black 18 years old. Referred by a friend. Wanted to go to college. Liked the program because the teachers were thorough and took a personal interest in the students.

Student 11: Male, Black, 17 years old. Learned about the Academy from a friend who told him it had a Black-oriented program which prepared students for college in spite of their "hang-ups". Liked the program because teachers were interested in the students. Felt the head teacher was outstanding because he was well prepared, consistent, and persistent in assisting students to reach their goals.

Student 12: Male, Black 23 years old. Was a college freshman, having trouble "keeping up" with his studies. Friend told him the Academy was Black and Puerto Rican oriented, had teachers who offered individualized instruction, and persistently motivated the students. He heard that it was an "encouragement center" where he could acquire the strengths he needed to function well in society. Found the teachers outstanding in their desire to help the students become successful, and they "go the limit." Planned to finish the program and go back to college.

Student 13: Female, Black, 20 years old. Referred by high school biology teacher. Liked the program because the teachers were honest, interested in the welfare of the students, and provided a good educational experience for them. Felt the biology teacher was outstanding because he provided opportunities for students to participate in the decision-making process.

Student 14: Male, Black, 18. Drop-out from junior high school. A friend told him he could continue his education at the Academy. Wants to go to college and prepare for a career. Liked the Academy program because of small classes, individualized instruction, varied curriculum and warmth of teachers. Felt the history teacher motivated pride in the students, was willing to reach out to the community, made the subject come alive, and was competent in the subject area.

Student 15: Male, Puerto Rican, 18. High school drop-out. Referred by Morrisania Youth Center. Liked the program because it permitted him to advance more rapidly than in high school. The educational program was more comprehensive, teachers more helpful and understanding of the needs of the students. Felt the Academy was helping the City as well as the young people. Felt all teachers outstanding in knowing their subjects, encouraging the students, and being interested in the personal well-being of the students.

Student 16: Female, Black 17 years old. Decided to leave the public school to enter the Academy when her friends told her about it. Liked the program because the teachers cared for the students, gave them individual attention and were enthusiastic. Liked small classes and presentation of material. Thought all the teachers were outstanding, that they "loved" the students and were dedicated to their well-being. Wanted to graduate June, 1970.

Student 17: Male, Puerto Rican, 23 years old. Learned of the Academy through friends who knew he wanted to go to college. Liked the program because of emphasis on personal responsibility and encouragement of the teachers. Felt teachers were dedicated and sincere. Felt two teachers were outstanding--biology and sociology--because they worked with the students around the clock and taught them how to study. Intended to graduate in June, 1970, and had already been accepted by a college, with a major in biology.

Student 18: Female Black 17 years old. Referred by a friend who told her it was Black-oriented. Like the program because of the Black orientation, and because teachers encouraged her to go to college. Teachers offered individual assistance, in spite of her "hang-ups." Head teacher considered outstanding--consistent and persistent in enabling her to obtain her objectives.

Student 19: Female, Black, 18 years old. Left school at 16 when she became pregnant, Social worker referred her to Academy, explaining it would emphasize personal responsibility. Felt the teachers were outstanding, and had helped her improve in all academic areas.

II. Students Who Left the Program

Eleven students who had left the program were interviewed. Ten were males; one was female. Eight were Black; three were Puerto Rican. They had heard about the program a variety of ways: Six had followed friends into the program, three were referred by agency representatives and two by relatives. All expressed highly positive feelings about the quality of teaching and the teachers' personal interest in the welfare of the students. Most of them left the program because they had financial problems, often combined with personal problems. Most of the drop-outs from the Academies expressed a desire to continue their education and two are taking correspondence courses or are attending night school. With one exception, they did not feel they would be able to return to the program.

Student 1: Male, Black 20 years old. Entered the Academy after a friend invited him to visit some classes. Liked the program because the teachers were Black, also because he was treated as an adult and the environment was conducive to learning. Impressed by the ability and sincerity of teachers. Left the program when his father became ill and he was needed at home. Plans to return in September.

Student 2: Male, Black, 18 years old. Referred by a friend who had completed the Academy program and entered college, and he wanted to do the same. Was told he would have to assume responsibility for his studies, but the teachers would help him. Liked the program. Had a private tutor in English. Felt the relevant curriculum and teaching techniques helped the students to learn. Especially liked the Black history. Felt the teachers were patient, truthful and interested in helping the students with their personal problems. Left the program to move to the South, but thinks now that leaving the program was a mistake.

Student 3: Male, Black 17 years old. Left high school to enter an Academy, after hearing about it from friends. Understood that he would progress at his own rate and the emphasis would be on learning rather than fun. Liked all the classes. Students and teachers were friendly and helped him to relax. All the teachers were outstanding. Left the program because of monetary needs to obtain a job. He attends night school now.

Student 4: Male, Black 18 years old. Referred to the Academy by the New York State Employment Office. He was told that he would be expected to show responsibility for obtaining an education and that the teachers would be willing to help him attain his goal. Liked the program because of the emphasis placed on the learning process. Liked the teachers because the students could take their problems to them. Left the Academy because the atmosphere created by some of the immature students depressed him. Is now taking correspondence courses, but liked the teachers because they could communicate with the students.

Student 5: Male, Black, 19 years old. Followed his sister into the program. Liked it because the teachers related well to the students, and helped them understand the subjects. Dropped out because of financial needs, but would like to continue his education.

Student 6: Male, Black, 18 years old. Referred to the Academy by a high school attendance teacher. Liked it because the teachers took a personal interest in the students. Felt, however, that he was ahead of other students and the repetition bored him. He was not permitted to take the entrance test for Harlem Preparatory School, so he left the program, feeling it was a waste of time.

Student 7: Male, Black 19 years old. Was being discharged from high school when a friend told him about the Academy. Understood progress based upon performance of the student. Liked the opportunity to express himself in group discussions and the student involvement in the administration of the program. Liked the head teacher and the mathematics teacher because they were sincere, dedicated and willing to help students with personal problems. Left the program because of a personal problem, not related to the Academy.

Student 8: Male, Black 18 years old. Referred to the Academy by friends. Told that he would be able to progress at his own rate and could then go th the Prep School. Liked the warm atmosphere and positive student-teacher relationships. Liked the Black history course and emphasis of learning. Mathematics teacher was outstanding. Personal problems cause him to leave the program.

Student 9: Male, Puerto Rican, 18 years of age. Referred to the Academy by his parole officer, who told him he would be able to complete his education. The head teacher explained that he would be able to learn at his own pace, but would have to assume responsibility for his education. Liked the Academy because he was at ease with the Black staff. Teachers were sincere and dedicated. Financial and personal responsibilities caused him to leave the program. He is now unemployed, finding it difficult to get a job without a diploma.

Student 10: Male, Puerto Rican, 18 years old. Referred to the Academy by his mother. Left a different Academy because the students were not sufficiently serious. Wanted to get a high school diploma and enter Prep School. Not pleased with the length of time required to attend the Academy and Prep School. Liked the program because it was serene and warm. When he needed employment, the entire staff helped him. Felt, though, he was more advanced than the other students and needed instruction on a more advanced level. While the teachers were good, their Caribbean accents interfered with the learning process. The English teacher was outstanding because she communicated well with all the students. Left the Academy, finally because he felt he was not learning and because his help was needed to support his family.

Student 11: Female, Puerto Rican, 18 years old. Tenth grade drop-out, but wanted to finish school. Visited the Academy which was in her neighborhood, and was told she would be able to progress at her own rate. Liked being treated as an adult. Teachers were able to communicate with the students, and helped with their personal problems. Pregnancy and the need for part-time employment caused her to leave the program.

III. Students Who Dropped Out and Returned

Three students were interviewed who had dropped out and subsequently returned to the Academy program. All three were Black and female. Each had been encouraged to enter the program by adult "authority figures"--one by a school administrator, one by a social worker, and one by a parent. They returned when they felt that they were personally motivated to get an education. All praised the curriculum and the staff in the same manner as the currently enrolled students.

Student 1: Female, Black, 18 years old. Referred to the Academy by the dean of the high school she was attending. She was urged to leave school for employment or the Academy. After entering, she became involved in a fight with another girl, and was admonished by the teacher. As a result, she dropped out, but later was readmitted. She felt that several teachers were outstanding. The head teacher was able to communicate with all the students and helped them with their personal problems. The biology teacher had a pleasant personality and was a good instructor, as was the mathematics teacher.

Student 2: Female, Black, 21 years of age. Her mother and a sister who had entered college after graduating from the Academy suggested that she go also. She entered because she felt a high school diploma would help her. Felt the geology, psychology, history, and head teachers were outstanding because they were patient and persistent. They helped her with her personal problems. Felt that the group sessions where the problems of being Black were discussed were particulary helpful.

Student 3: Female, Black, 17 years old. High school drop-out. Was referred to the Academy by a social worker. After attending for a short time, she dropped out because she was "bored", but returned when she feld she was ready to work for an education. Was impressed with the sincerity of the teachers and the extra time they devoted to teaching students. The mathematics and English teachers had a flexible approach. The reading teacher related well to all the students, in her opinion.

IV. Enrolled and Graduated

Student 1: Male, Black 27 years old. Had been in the military service and visited the Academy "by accident". Found the teachers well-prepared and interesting. Felt the head teacher the most outstanding he had ever encountered; he took a personal interest in each student. This student is presently a mathematics major in college. Because the program helped him to get into college, he has volunteered his services to the Academy as a tutor.

Summary of Student Reactions

Most of the students followed their friends into the program. Smaller numbers were referred by family members and agency representatives. Students had been told that the Academy would offer them the opportunity to get an education at their own pace. They understood that while the staff would assist, the student had the primary responsibility for success.

They liked the program. They felt that they could have an effect upon the administrative decision-making process. The small classes, the reduction of timed instruction and the lack of emphasis on rules were listed as positive points by the students. They were treated as adults and permitted to make mistakes. Without exception, they praised the teaching staff. Some reported that they felt more secure with the Black staff than they had with their previous public school white teachers. Many said the inclusion of Black history in the curriculum and the teachers' ability to make the study of academic studies relevant to the community and to the students' own lives made learning an exciting experience. Each one reported that the teachers were warm, open, and willing to help students with their personal problems. A few students said the staff created an "atmosphere of love," that it became a "second home."

Complaints were expressed by students who felt that they could progress more rapidly than they were permitted. Most students who left the program reported that they had experienced financial problems and personal crises. Some of the drop-outs were continuing their education; others were floundering.

A large number expressed admiration for the empathy and the leadership qualities of the head teacher.

In summary, the students interviewed were very positive about the Academies and their staff.

Effectiveness

The first and most important achievement of the Academies is the planning, developing and implementing of experimental educational programs to assist high school drop-outs. These experimental education programs have had tangible, visible success with students.

At least 1,118 drop-outs received some services from the Academies during 1969-70. More than 110 students graduated from the Street Academies during 1969-70. More than 75 students graduated from the Academies of Transition this year. A total of 129 former Street Academy graduates received high school diplomas from Harlem and Newark Preparatory Schools this June. To date, 22 former Street Academy graduates who received high school diplomas in June, 1970, from the Preparatory Schools have been accepted into 15 Colleges and Universities for the fall term which begins in September, 1970.

These achievements have been accomplished in less than the best experimental conditions. Funding of Academies is on an annual basis. Notification of corporate grant awards is usually late. Academy budgets average $49,381. Perpupil cost for Academy operation is $618. The average Academy budgets reflected in per pupil costs is inadequate. Physical facilities are small, leasing is problematical due to annual funding. Current budgets do not provide for modernizing or renovation of physical vacilities. Increase in student participation requires more physical space, but current budgets cannot accommodate this need.

Inadequate financing of the experimental educational Academy projects permeate and inhibit greater project effectiveness. Stability of staff, improved curriculum, more adequate instructional materials, audio-visual equipment are further examples of project needs that can and should be satisfied in order to achieve greater effectiveness.

Final Academy Judgments

Of the 14 Academies studied, nine were judged to be successfully achieving their objectives: American Airlines Academy, American Express Academy, Atlantic Richfield Academy, Burlington Industries Academy, First National City Bank Academy, Manufacturers Hanover Trust Academy, McGraw Hill Academy, Time-Life Academy, and

Union Carbide Academy, Two of the Academies were modestly successful in attaining their objectives--(1) International Business Machines Academy and (2) Morgan Guaranty Trust Academy. Two Academies were minimally successful in attaining their objectives--(1) Chase Manhattan Bank Academy and (2) Pan American Airlines Academy. Celanese Academy was not operational, therefore, program effectiveness judgments were not made in this connection.

Overall, the New York Urban League Street Academy Program was successfully attaining its objectives.

Preparatory Schools

Harlem Preparatory Academy and the Newark Preparatory School accept graduates of the Street Academies on a fee basis. Graduates of the Street Academies are charged an annual enrollment fee and expenses of $2,500 to attend Harlem Academy and Newark Preparatory School.

A total of 81 former Street Academy participants graduated from Harlem Preparatory Academy in June, 1970. Approximately 48 former Street Academy participants graduated from Newark Preparatory School in June, 1970.

To date, 22 former Street Academy participants have been accepted by 15 colleges and universities. The 15 colleges and universities that have accepted former Street Academy participants who graduated from the two Preparatory

Schools this June are:

- --Gannon College
- --State University of Buffalo
- --City College of New York
- --Manhattan Community College
- --Bronx Community College
- --Queensborough Community College
- --Marymount College
- --Manhattan College
- --Fordham University
- --Brooklyn College
- --Kirkland College
- --Bernard Baruch College
- --Pace College
- --Gettysburgh College
- --Syracuse University

CHAPTER VI

Conclusions and Recommendations

The New York Urban League Street Academy Projects as individual multi-purpose, experimental, educational projects serving basically high school dropouts have been successful.

It is now time to consolidate the positive individual project gains and to utilize all available assets to expand the experimental educational Academy projects into an experimental program titled, The New York City Urban League Academy Program.

Conclusions and recommendations herein contained have been discussed with Mr. Livingston Wingate, Executive Director of the New York Urban League, some of his staff, and representatives of the National Urban League while this study was underway. Mr. Wingate and his staff are currently implementing some of these recommendations.

OVERALL PROGRAM

Conclusion 1: The Street Academy experiment is successfully working in the context in which it was initiated.

Recommendation: It is recommended that the Street Academy program be continued and expanded with appropriate modifications.

Conclusion 2: The Street Academies have thus far functioned as a series of independent unstructured experiments and demonstration projects. Sufficient time has now elapsed in which gains may be identified and arrangements made to consolidate them.

Recommendation: It is recommended that the specific conditions of the Street Academy experiment should now be formally stated in order to provide a basis for scientifically testing different models or variations of one basic model. It is possible that each Academy could be used as a prototype with variations in staffing patterns, educational program content, financial arrangements, type of students, nature of supportive services, relationship to existing institutions. These variations would then form the basis for a detailed and comprehensive scientific experiment to test the optimal combination of elements which makes for maximum effectiveness in education the target population.

Conclusion 3: A detailed historical development of the Academy Program has not been prepared in a form useful to the improvement of the program.

Recommendation: It is recommended that a detailed history of the Street Academy Program be prepared and disseminated.

Conclusion 4: The goals and objectives for each Academy and the Academy Program need additional clarification.

Recommendation: It is recommended that goals and objectives be clarified, implemented and promulgated.

Conclusion 5: Due to the experimental nature of the curriculum, it was not sufficiently standardized.

Recommendation: It is recommended that based on what was found to be the most effective curriculum components, a basic curriculum be standardized both for the Street Academies and the Academies of Transition.

ADMINISTRATION

Conclusion 6: Central coordination of the Street Academies is presently lacking. Administrative efficiency is thereby impaired.

Recommendation: It is recommended that a comprehensive central system of program administration be implemented immediately. Such a system should be flexible enough to permit each Academy to partially develop its own individual style of operations based on the needs peculiar to that Academy or based on the special conditions of the experiment germane to that Academy. Nevertheless, a comprehensive set of program guidelines should be prepared and promulgated by the New York Urban League.

Conclusion 7: Some of the fiscal records were not easily obtainable.

Recommendation: It is recommended that a uniform, thorough and comprehensive procedure for fiscal accounting be established and implemented for all Academies and administrative operations.

Conclusion 8: More systematic procedures for the purchase of instructional materials was needed.

Recommendation: It is recommended that plans be made and implemented for the purchase of instructional materials.

Conclusion 9: Data collecting, both internally for the Academies and for external dissemination, has not been sufficiently comprehensive.

Recommendation: It is recommended that an appropriate data collecting and disseminating system should be implemented immediately.

Conclusion 10: Internal and external evaluation systems were not utilized as a means of program improvement.

Recommendation: It is recommended that internal and external evaluation systems be developed and utilized.

Conclusion 11: Supportive program services such as health, psychological services, academic counseling and job counseling were not adequate to serve all the students.

Recommendation: It is recommended that appropriate supportive services be made available to each Academy.

Conclusion 12: Planned, organized essential program elements such as recreation and artistic development were not integral parts of the program.

Recommendation: It is recommended that essential program elements such as recreational and artistic development be made integral parts of the on-going Academies program.

STAFF

Conclusion 13: Performance standards for the staff require additional specification.

Recommendation: It is recommended that guidelines be established stating the specific policies of the Academy and the standards of performance expected of each staff member.

Conclusion 14: More extensive in service staff training is necessary and desirable.

Recommendation: It is recommended that a comprehensive program of staff training be planned, developed and implemented immediately. A proposal to establish an urban institute for the training of Street Academy should be reconsidered.

Conclusion 15: Street workers were integral and invaluable ingredients in the Street Academy Program.

Recommendation: It is recommended that the street worker aspect of the Program be continued and expanded.

STUDENTS

Conclusion 16: Student recruitment was less than optimally effective.

Recommendation: It is recommended that a program for more extensive and effective student recruitment be planned and implemented.

Conclusion 17: The procedures employed to record student attendance were in need of modification.

Recommendation: It is recommended that a procedure for accounting for student attendance be established and implemented.

Conclusion 18: There is a need for a financial aid program to assist students in the program.

Recommendation: It is recommended that a financial aid program be implemented to assist students in the program.

Conclusion 19: There was inadequate follow-up of students who left the program.

Recommendation: It is recommended that a student follow-up component be made an integral part of each Academy program.

Conclusion 20: A comprehensive developmental student assessment program is needed.

Recommendation: It is recommended that a comprehensive developmental student assessment program be planned and implemented.

FUNDING

Conclusion 21: The Academies have functioned without a stable funding pattern, minimizing the possibilities of planning program stability and program effectiveness.

Recommendation: It is recommended that each of the corporate sponsors guarantee each Academy a three year funding period of operations, plus fees for graduates of the Academy who enter Prep Schools.

Conclusion 22: There was insufficient involvement of corporate sponsors in the Academies' program.

Recommendation: It is recommended that corporate sponsors become more involved in the Academies' Program. This recommendation could be implemented in at least two major ways:

--Regular planned meeting between representatives of corporate sponsors, Academy staff and students could be held.

--Corporate sponsors and Academies could develop comprehensive work study programs for students.

Conclusion 23: Inadequate provisions have been made for financing Academy graduates who attend Prep Schools. To date, the New York City Urban League has assumed this fiscal responsibility through fund raising. Recommendation: It is recommended that corporate sponsors assume the fiscal responsibility for graduates of their Academies.

Conclusion 24: The budgets of the Academies did not allow full implementation of the Street Academy program. Recommendation: It is recommended that additional funds be made available to each Academy in order that they can more fully implement their programs. Additional funding should be sought from agencies such as the Office of Economic Opportunity, New York State Education Department, United States Office of Education and Foundations.

Conclusion 25: Effectiveness of each Academy could have been enhanced by more adequate physical facilities. Recommendation: It is recommended that more adequate physical facilities be obtained for each Academy.

INVOLVEMENT

Conclusion 26: More extensive parental and community involvement would have enhanced the Academies' effectiveness.

Recommendation: It is recommended that more extensive parental and community involvement in the Academies' program be planned and implemented.

Conclusion 27: More extensive participation of relevant agencies and groups is necessary and desirable.

Recommendation: It is recommended that a survey of relevant agencies and groups be made to ascertain the availability of resources that can be utilized by the Academies.

CHAPTER VII

FUTURE IMPLICATIONS

The New York City Urban League is operating a set of 14 Street Academy Projects. These 14 projects have operated semi-autonomously.

The Street Academy Program is operating in three distinct and related phases: (1) Street Academies; (2) Academies of Transition; and (3) Preparatory Schools. Two phases, Street Academy and Academy of Transition, currently operate under the aegis of the New York City Urban League. The Preparatory Schools, Harlem and Newark, are separate independent entities.

Street Academy Consolidation Plan

A plan should be developed for implementation in 1971 that would combine the current three phase program approach of the Street Academy Program into a one phase program approach. Combining the three phased program approach into a one phase program approach would have many far reaching and profound benefits for participants, staff, financial sponsors, the National Urban League, and the New York City Urban League.

Eight major benefits of this program consolidation would be:

- --more participants would be served;
- --participants would be better able to progress to high school diplomas at a faster rate;
- --participant placement within and outside of the program would become more precise and meaningful;
- --per pupil costs would be reduced;
- --overall program coordination would be enhanced;
- --record keeping and participant data would be facilitated;
- --stability and quality of staff would be enhanced;
- --overall program effectiveness would be enhanced.

Accreditation

The Academy Program should ascertain and satisfy requirements for New York State accreditation of its program. Basic subjects taught in the Academies should be accredited in order that student participants may receive credits for completed study. The program should culminate in at least a high school diploma. Credit for college level class should also be possible. The New York State Education Department's College Proficiency program is one example of an instrumentality that could be utilized to achieve this objective.

Additional Program Elements

Four major elements were absent from the 1969-70 Street Academy Program. Major program elements absent were: (1) physical recreation; (2) aesthetic appreciation such as music and art; (3) supportive services such as guidance and psychological and (4) internal and external evaluation.

These four major program elements should be incorporated into the program consolidation plan previously described and implemented no later than 1971.

Summary Statement

It is anticipated that minimally the three major program areas herein presented will be considered, planned, developed and implemented in the future New York City Urban League Academy Program.

The New York City Urban League, corporate sponsors, the National Urban League, and all other individual and groups involved in the Street Academy Program are commended for their exemplary efforts.